

# Psychology 460: Child Development

University of Wisconsin-Madison

Spring, 2019

Tuesday/Thursday 1:00 – 2:15PM, room 113 Brogden Hall

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**Instructor:** Ron Pomper

**Office:** Room 462, Brogden Hall

**Office Hours:** **Thursdays 2:15-4:30pm**, and by appointment

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**Teaching Assistant:** Clint Jensen

**Office:** Room 267, Brogden Hall

**Office Hours:** Tuesdays 12-1pm and Wednesdays 1:30-2:30pm

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In this course we will learn about how children develop. Our exploration of child development will cover a range of topics including perceptual, cognitive, language, social, emotional, and moral development. We will discuss fundamental questions such as: how do nature and nurture interact during development? how do children shape their own development? and how do children become so different from one another? In addition, we will discuss how we can apply what we learn to help parents, caregivers, teachers, and others raise and educate children.

**Official Course Description:** Biological and behavioral foundations of human development, with an emphasis on experiments and data-driven approaches. Topics will include prenatal development, behavior genetics, motor development, perceptual development, language development, cognitive development, emotional development, social development, and atypical development.

This is an intermediate level course in the Liberal Arts and Sciences. The instructional mode is face-to-face.

**Prerequisites:** Psych 202

**Credit Assignment:** This is a 3-credit course. Our class will meet for two 75-minute periods each week during the spring semester. The expectation is that students will work on course learning activities (reading, writing, etc.) for about 3 hours out of the classroom for every class period.

## Course Learning Outcomes

At the end of this course, you will be able to...

- identify and apply major theories in the area of child development
- understand common research methods in developmental psychology
- critically evaluate conclusions drawn from developmental research
- find research articles relevant to a specific topic of child development via online databases (e.g., PubMed, Google Scholar, PsychInfo)
- synthesize and effectively communicate this research via written position papers that link research in child development to public policy and practice

## Required Readings

Siegler, R., Saffran, J., Eisenberg, N., DeLoache, J., & Gershoff, E. (2017). *How Children Develop* (5<sup>th</sup> ed.). New York, NY: Worth Publishers.

This semester we will use an eTextbook and digital learning tool (DLT, e.g., homework or lab software package) for this course. The eText and DLT will cost \$70.49 and will be accessible via the Canvas course site no later than the first day of classes. The fee will be billed via your tuition bill. eTexts are typically 40-80% lower than list print prices. You DO NOT need to buy a print version, but you may purchase one from the University Book Store for \$18.75. If you opt out of the eTextbook you will not be charged and will need to purchase the textbook elsewhere (the physical copy from the University Book Store is only available to students enrolled in the course with the eTextbook). If you choose to purchase the textbook elsewhere, you must ensure that you have access to the digital learning tools.

## Grading Components

<u>Assignment</u>	<u>Date</u>	<u>% of Final Grade</u>
LearningCurve Assignments	every Friday	5%
Quiz	Tuesday, February 12 <sup>th</sup>	15%
Position Paper 1	Monday, March 4 <sup>th</sup>	5%
Midterm	Tuesday, March 12 <sup>th</sup>	30%
Position Paper 2	Monday, April 29 <sup>th</sup>	5%
Final	Sunday, May 5 <sup>th</sup>	40%

Grading will not be on a curve. This means that you are only competing with yourself, not with your classmates. Grades will be based on the following percentiles:

F	D	C	BC	B	AB	A
<- 59.9	60 <-> 69.99	70 <-> 77.99	78 <-> 81.99	82 <-> 87.99	88 <-> 91.99	92 ->

### LearningCurve Assignments

For each section in the textbook (e.g., Chapter 1A, 1B, 2A, etc.) there are corresponding LearningCurve assessments. LearningCurve is a digital learning tool that is part of our eTextbook. For each assessment you will answer questions until you reach a target score. Questions become more challenging as you answer more correctly. More challenging questions are worth more points. Once you reach the target score, you will receive full credit. You can of course continue to answer questions even after you've reached the target score or after the due date is passed. The point of these assessments is to encourage you to actively engage with the material and to test your comprehension as you are reading.

Each LearningCurve assessment is worth 2 points. There are 30 LearningCurve assessments assigned throughout the semester. Each assessment is due by **11:59 PM Friday** for the week that we are reading the corresponding section in the textbook. You must only complete 25 of the LearningCurve assessments for a total of 50 points (i.e., 5% of your course grade). This means that you can miss 5 LearningCurve assessments throughout the semester without a negative impact on your grade. Completing more than 25 assessments will **not** earn you extra credit, but I encourage you to complete all of them!

### Quiz

There will be a short multiple-choice quiz **during class on Tuesday, February 12<sup>th</sup>**. The quiz will cover content from the first 3 weeks of the course. It is intended to help you anticipate the types of questions that will be asked on the midterm and final and will also give you a chance to assess your study habits and to meet with me if you have any questions or concerns.

### Position Papers

Twice during the semester, you will write a **150-word** position paper. Each paper will be focused on a specific public policy or practice issue that is related to our course's content. In your position paper, you will argue for or against the specified policy or practice. You must include references to at least **two empirical articles from the last 5 years** to support your argument. These articles must be peer-reviewed and cannot be narrative or review articles (meta-analyses are fine, but you may only use one to fulfill the two-article requirement). You will be responsible for finding and accessing articles yourself. You must include in-text citations and a reference list using APA format. At the end of the document and before the references, write your word count. You will lose points if you go over the 150-word limit (in-text citations and references do not count towards the limit). You will submit each paper as a word document on the Canvas page for our course. Use Times New Roman font with 12-point size, 1-inch margins, and double-spacing. Specific details about each topic are included in a separate document that is accessible via our Canvas site (Position Paper Instructions). Each paper will be worth 50 points, which is 5% of your course grade. Submitting your paper one day late (i.e., after the 5pm deadline, but before 5pm the following day) will result in a deduction of 10 points from your grade. Each additional day your paper is late will result in a further 10-point deduction.

### Midterm & Final

The midterm will be **during class on Tuesday, March 12<sup>th</sup>** and the final exam will be from **12:25 to 2:25 PM on Sunday, May 5<sup>th</sup>**. The midterm will cover content from the first 7 weeks and the final will cover content from all 15 weeks. Both exams will consist of multiple-choice questions. The exams will *not* be graded on a curve, this means that you will not be competing with your classmates. In fact, I strongly encourage you to form study groups and discuss course material outside of class.

Make-up exams: The only acceptable reasons for missing an exam are illness or family emergencies; a note from a doctor or a parent/guardian will be necessary. **Make-up exams may be in essay format.**

### Review Sessions

Clint and I will each host a review session before both the Midterm and Final. We will *not* come with any prepared material for the review sessions, instead the review sessions will be a way for you to ask questions and have them answered.

Clint's review sessions will be the Friday before the exam from 10:00 to 11:00 am. For these review sessions, **post questions to the TopHat discussion board** by 5pm on Thursday. He will come prepared to answer these questions during the review session.

Ron's review sessions will be in the evening from 7:00 to 8:00pm on the day before the exam. For these review sessions, you do *not* need to email Ron beforehand. Instead Ron will solicit questions during the first 5 minutes and the structure of the review session will be determined by your questions. So please come prepared with questions!

### Top Hat

We will be using Top Hat ([www.tophat.com](http://www.tophat.com)), which is a classroom response system. Using this system, I will be able to post multiple-choice questions during lecture and you will be able to answer these questions using an Apple or Android smartphone or tablet, a laptop, or through text messaging. I will give a demonstration of this on the first day of class. An invitation to join our Top Hat class will be sent to you via email. You can also register by visiting our course website:

<https://app.tophat.com/e/829074> Note: our Course Join Code is 829074. Top Hat requires a paid subscription, there are multiple options and a single subscription will work for all of your courses. For more information on creating an account visit: <https://kb.wisc.edu/luwmad/page.php?id=59937>

Using Top Hat questions will promote active engagement during lecture and it also helps me to gauge our comprehension of lecture material before moving on to new topics. If there is any confusion regarding content, I will always go back and clarify before moving on. I will use Top Hat questions in nearly every lecture. **Throughout the semester, I will randomly make some Top Hat questions count as extra credit.** I will tell you in lecture when a question will count for extra credit. For extra credit questions, you will receive 0.5 points for submitting an answer and another 0.5 points for submitting the correct answer.

Any student with a conflict between an academic requirement in this course and any religious observance will be given an alternative means of meeting the academic requirement, with two qualifications: (1) students must make requests to the instructor in writing by January 31, 2019; (2) reasonable limits will be set on the total number of days claimed by any one student.

## Lecture Schedule & Assigned Readings

### Week 1

#### Introduction

*Tues, Jan. 22* Overview and Course Logistics

*Thurs, Jan. 24* Overarching Themes – Chapter 1a (p. 1-24)

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### Week 2

#### Methods & Prenatal Development

*Tues, Jan. 29* Methods – Chapter 1b (p. 25-38)

*Thurs, Jan. 31* Prenatal Development – Chapter 2a & 2b (p. 43-70)

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### Week 3

#### Postnatal Development & Genetics

*Tues, Feb. 5* Newborn Development – Chapter 2c & 3b (p. 70-85 & 113-126)  
*Guest Lecture by Dr. Saffran*

*Thurs, Feb. 7* Genetics – Chapter 3a & 3b (p.90-113)

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### Week 4

#### Theories of Development

*Tues, Feb. 12* **Quiz (covering weeks 1-3)**  
Piaget – Chapter 4a (p. 143-157)

*Thurs, Feb. 14* Info. Processing, Sociocultural & Dynamic Systems – Chapter 4b (p. 157-183)

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### Week 5

#### Motor & Perceptual Development

*Tues, Feb. 19* Growth & Motor Development – Chapter 3b & 5b (p. 126-136 & 208-218)  
*Guest Lecture by Dr. Rosengren*

*Thurs, Feb. 21* Visual Development & Learning – Chapter 5a & 5b (p. 191-208 & 218-226)

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**Week 6**                      **Language Development**

*Tues, Feb. 26*                      Speech Perception & Word Learning – Chapter 6a & 6b (p. 240-267)

*Thurs, Feb. 28*                      Grammar & Individual Differences – Chapter 6b (p. 267-282)

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**Week 7**                      **Cognitive Development**

*Mon, Mar. 4*                      **Position Paper 1 Due (5pm)**

*Tues, Mar. 5*                      Objects & Living Things – Chapter 5b & 7a (p. 227-233 & 289-305)  
*Guest Lecture by Clint Jensen*

*Thurs, Mar. 7*                      Causality, Space, Time & Number – Chapter 7b (p. 306-320)

*Fri, Mar. 8*                      10:00-11:00 am – Review Session (with Clint) for Midterm  
**Sterling Hall room 1310**

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**Week 8**                      **Intelligence**

*Mon., Mar. 11*                      7:00-8:00 pm – Review Session (with Ron) for Midterm  
**Psychology (Brogden) room 113**

*Tues, Mar. 12*                      **Midterm Exam (covering weeks 1-7)**

*Thurs, Mar. 14*                      Intelligence – Chapter 8a & 8b (p. 327-350)

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**Week 9**                      **No Class (spring break)**

*Tues, Mar. 19*

*Thurs, Mar. 21*

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**Week 10**                      **Theories of Social Development**

*Tues, Mar. 26*                      Psychoanalytic & Learning Theories – Chapter 9a & 9b (p. 374-384)

*Thurs, Mar. 28*                      Social Cognition & Ecological Theories – Chapter 9b & 9c (p. 384-411)

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**Week 11**                      **Emotional Development**

*Tues, Apr. 2*                      **Emotion Regulation – Chapter 10b (p. 435-438 & 445-458)**

*Thurs, Apr. 4* Emotional Development – Chapter 10a & 10b (p. 419-434 & 438-444)  
*Guest Lecture by Dr. Seth Pollak*

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**Week 12 Moral & Gender Development**

*Tues, Apr. 9* Moral Development – Chapter 14a (p. 591-604)

*Thurs, Apr. 11* Gender – Chapter 15a & 15b (p. 635-654)

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**Week 13 Attachment & Family**

*Tues, Apr. 16* Attachment – Chapter 11a (p. 467-480)

*Thurs, Apr. 18* Family Structure & Dynamics – Chapter 12a (p. 511-531)

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**Week 14 Family & Peers**

*Tues, Apr. 23* Socioeconomic & Cultural Differences in Families – Chapter 12b (p. 532-543)

*Thurs, Apr. 25* Peers – Chapter 13a & 13b (p. 551-572)

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**Week 15 Atypical Development & Conclusions**

*Mon, Apr. 29* **Position Paper 2 Due (5pm)**

*Tues, Apr. 30* Atypical Development – (re-read p. 278 & 298 & 399-400)

*Thurs, May 2* Conclusions – Chapter 16a, 16b, & 16c (p. 680-709)

*Thurs, May. 2* 7:00-8:00 pm – Review Session (with Ron) for Final  
Location TBD

*Fri, May 3* 10:00-11:00 am – Review Session (with Clint) for Final  
Sterling Hall room 1310

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***Sunday, May 5* 12:25-2:25pm – Final Exam**

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## **Rights and Responsibilities**

### ***Diversity & Inclusion***

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

### ***Ethics of being a student in the Department of Psychology***

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

### ***Complaints***

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with him or her, make an appointment to speak to the Associate Chair for Undergraduate Studies, Professor Maryellen MacDonald, [mcmacdonald@wisc.edu](mailto:mcmacdonald@wisc.edu).

If your complaint concerns sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Associate Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; [burk@wisc.edu](mailto:burk@wisc.edu)).

If you have concerns about climate or bias in this class, or if you wish to report an incident of bias or hate that has occurred in class, you may contact the Chair of the Psychology Department Climate & Diversity Committee, Karl Rosengren ([krosengren@wisc.edu](mailto:krosengren@wisc.edu)). You may also use the University's bias incident reporting system, which you can reach at the following link: <https://doso.students.wisc.edu/services/bias-reporting-process/>.



### ***Accommodations Policy***

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.