

Psychology 2700: Introductory Child Psychology  
Lectures: Mon. & Wed., 2:00-3:15 PM; Gilmer 130  
Review Sessions: Thurs., 6:00-7:00 PM; Gilmer 130  
Spring, 2011

## SYLLABUS

**Overview** This course provides an introduction to psychological development from birth through adolescence. The nature of changes during infancy, childhood, and adolescence, as well as the methods of study and theorizing about development are discussed. Three credit hours, lecture only. Optional one credit discussion sections are also available. No prerequisites.

<b>Teaching Staff</b>	<b>Instructor</b>	Charlotte J. Patterson
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	<b>Office Hours</b>	To be announced

**TAs** To be announced

**Books** The textbook for this course is Patterson, *Child Development* (McGraw-Hill, 2008). Also required for the course is Junn & Boyatzis, *Annual Editions: Child Growth and Development 11/12* (McGraw-Hill, 2010). Both have been ordered at the University of Virginia Bookstore.

**Exams** There will be three in-class examinations in this course. The first exam will be given on Wednesday, Feb. 23. The second exam will be given on Wednesday, March 30. The third will be given on Monday, May 2. Each exam will cover materials from the readings, lectures, videos, and discussions for that part of the course. There will be no final exam.

Please note: It is your responsibility to remember the dates and to attend all examinations for this course. Unexcused absences will count as a zero, and could result in a failing grade for the course. If you must be absent on the day of an exam, make arrangements with the TA at least 48 hours in advance. Except in extraordinary circumstances, last minute requests for make-up exams will be denied.

**Grading** Each of the three exams will be worth 50 points. Thus, a perfect score for the course will be 150 points. Grades for the three credit lecture part of the course will be assigned on the basis of the total number of points accumulated by each student.

Grading for the one-credit discussion sections is done independently of grading for the lecture part of the course. If you are enrolled in a discussion section, the TA will explain grading practices for your section.

Class Website The class website can be found under the course number in UVA's Collab.

Course Calendar & Readings *January 19: Introduction to the Course*

*January 24 & 26: Contexts of Development*

Text chapter 1 – Introduction to Child Development

Annual Editions #8 – It's fun but does it make you smarter?

#41 – Getting back to the great outdoors

#42 – Treatment and prevention of posttraumatic stress...

*January 31 & February 2: Heredity and Prenatal Development*

Text chapter 2 – Heredity, Environment, and Prenatal Development

Annual Editions #1 – New calculator factors chances for very premature infants

#2 – Genes in context: Gene-environment interplay ...

#3 – Effects of prenatal social stress on offspring development...

*February 7 & 9: Newborn Infant*

Text chapter 3 – Birth and the Newborn Infant

Annual Editions#17 – A neurobiological perspective on early human deprivation

*February 14: Infant Physical & Cognitive Development*

Text chapter 4 – Physical Development and Health, Infancy & Toddler Years

Annual Editions #4 – Infants' differential processing of female and male faces

#5 – The other-race effect develops during infancy

*February 16 & 21: Toddler Language and Thought*

Text chapter 5 – Cognitive and language development, Infancy & Toddler Years

Annual Edition #6 – New advances in understanding sensitive periods in brain...

#7 – Contributions of neuroscience to ...

*[Exam #1, on Wednesday February 23<sup>rd</sup> covers all material above this line]*

*February 28 & March 2: Infant & Toddler Social and Emotional Development*

Text chapter 6 – Social and Emotional Development, Infancy & Toddler Years

Annual Editions #27 – Evidence of infants' internal working models of attachment

*(March 7 through 11 – UVA Spring Break --- NO CLASS)*

*March 14 & 16: Physical & Cognitive Development in Early Childhood*

Text chapters 7 & 8 – Physical & Cognitive Development During Early Childhood

Annual Editions#11 – Social cognitive development, a new look

#12 – Future thinking in young children

#13 – Talking about science in museums

Course  
Calendar  
& Readings  
(continued)

*March 21, 23 & 28: Social Development in Early Childhood*

Text chapter 9 – Social and Emotional Development in Early Childhood  
Annual Editions #20 – Emotions and the development of childhood depression  
#24 – Playtime in peril  
#31 – The role of parental control in children’s development...

*[Exam #2, on Wednesday March 30 covers material from previous exam to here]*

*April 4 & 6: Physical and Cognitive Development in Middle Childhood*

Text chapters 10 & 11 – Physical and Cognitive Development in Middle Childhood  
Annual Editions #12 – Parental school involvement & children’s academic achievement  
#14 – When should a kid start kindergarten?  
#15 – Should learning be its own reward?  
#16 – Social awareness + emotional skills = successful kids  
#37 – How to win the weight battle

*April 11 & 13: Social Development in Middle Childhood*

Text chapter 12 – Social & Emotional Development in Middle Childhood  
Annual Editions #18 – Don’t, the secret of self-control  
#21 – Children’s social and moral reasoning about exclusion  
#23 – When girls and boys play: What research tells us  
#26 – Children of lesbian and gay parents  
#28 – Parental divorce and children’s adjustment

*April 18: Social Development in Middle Childhood, special topic*

Text chapter 12 – Social and Emotional Development in Middle Childhood (cont.)  
Annual Editions (none)

*April 20: Physical Development in Adolescence*

Text chapter 13 – Physical Development and Health During Adolescence  
Annual Editions #34 – Goodbye to girlhood

*April 25: Cognitive Development in Adolescence*

Text chapter 14 – Cognitive Development During Adolescence  
Annual Editions (none)

*April 27: Social Development in Adolescence*

Text chapter 15 – Social and Emotional Developments During Adolescence  
Annual Editions #22 – A profile of bullying at school  
#36 – Childhood’s end

*[Exam #3, on Monday May 2 covers all material from previous exam to here]*

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### **Departmental Research Participant Pool Requirement**

*Requirements:* Learning about Psychology requires reading, listening, and doing. You are required to participate in 6 hours of experimental research, or to complete an equivalent alternative assignment, if you have not already done so in a different 1000 or 2000-level Psychology course at UVA. This is referred to as the Participant Pool Requirement. The Participant Pool opens on Monday, January 24<sup>th</sup>. At least three of the credits must be completed by March 21<sup>st</sup>, and the remaining must be completed by the last day of the semester, May 3<sup>rd</sup>. The Participant Pool Coordinators maintain records of completion, coordinate experiment participation, and assist students with fulfilling the requirement. At the half-way point and end of the semester, the coordinators will give each professor a report noting the students who have and have not fulfilled the requirement.

Instructions for how to access the participant pool can be found on the document “Accessing the Participant Pool” uploaded on our class Collab page. Information about participation in studies, rules, and who to contact if you have a problem is also on this document.

*Under 18:* If you are under 18, you must get parental consent in writing before you can participate in any studies. You can access the ‘Under 18 Consent Form’ on our class Collab page.

*Participant Rights:* Your rights as a participant in psychological research are paramount and will be fully explained when you arrive for a study. One is the right to discontinue your participation. If you agree to participate in a study and decide at any time after you arrive that you do not wish to continue, you will still receive credit for your participation.

*Keeping Appointments:* Many research protocols are time-sensitive, so participation requires arriving at the study location on-time. If you do need to cancel an appointment, be sure to do so within the study’s cancellation time limit. For each missed appointment, you will be given a penalty, and will need to complete an extra experiment credit (beyond the 6 credit hours). You will still receive credit if the experimenter misses the appt, but you must be in the right place at the right time and stay for 10 minutes after the appt start time.

*Alternate Assignment:* If you would prefer not to take part in studies, you can learn about research by reading and summarizing up to six articles (you will receive one credit for each article summarized). You may select articles from any of the following journals: Journal of Social and Personality Psychology; American Psychologist; Psychological Review; Journal of Abnormal Psychology; Psychological Bulletin; Developmental Psychology. All journals can be found in university libraries and you should select articles that have been published within the last twelve months. Write a typed summary (2 or more pages) of the research question, methods, and findings of each article, ending with at least one paragraph giving your own critique, or ideas for further research. Article summaries should require approximately one hour each. Complete comprehension of the statistical analyses is not necessary. The authors usually summarize the findings in English at the beginning of the discussion section. Email your summaries to [ppool@virginia.edu](mailto:ppool@virginia.edu). Attach the article (as a pdf) and your summary. In the subject line of the email, include the number of alternative assignments and your computing ID – e.g., Alterative Assignment 3 mst3k.

*Credit:* If you do not fulfill the participation requirement, you will receive a letter grade in the course that is one grade lower than the grade derived from your final score from the exams (e.g., a B- would be a C+).

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