

SYLLABUS SPRING 2017
Psychology 216-U1: Child Psychology
Tuesday and Thursday, 9:30 to 10:50 am
40 Allen Residence Hall

Course Goals

The goal of this course is to examine children's development from infancy to young adulthood. Two major questions guide the course. First, how do children develop the knowledge and skills that allow them to become successful adults? Second, how do individual differences among children come about? Each class meeting will have a mix of lecture and discussion as we increase our understanding of how children develop. In designing the course, I hoped to encourage connecting these concepts to everyday life and, in so doing, promote critical thinking.

Instructor Information

Daniel Storage
Office: 612 Psychology
Office Hours: Tuesdays from 11 to 12 am and by appointment
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Required Materials

1. **Textbook:** *How Children Develop, 4th Ed.*, by Robert Siegler, Judy DeLoache, Nancy Eisenberg, and Jenny Saffran.
 - a. Note: Two copies of the textbook are on **reserve** at the Undergraduate Library.

2. **Compass readings:** In addition to the textbook readings, I will occasionally assign required articles to read. These will be posted on Compass: <https://compass2g.illinois.edu>
 - a. Note: Compass will be the central hub for this course. Here I will post lecture slides, videos, readings, sample questions for each exam, announcements, grades, and more. Check as soon as possible to make sure you have access to this course's Compass site. You can also download the student Blackboard App to get notifications when new content is added.

3. An **I-Clicker:** In part because research shows that testing yourself promotes learning (e.g., Karpicke & Roediger, 2008), class participation via I-Clickers is a required part of this course. I-Clicker questions also allow me to gauge in real time whether harder topics require further elaboration.

Grading Overview

	<i>Points Per Unit</i>	<i>Number of Units</i>	<i>Total Points</i>
Exams (3 midterms, with an optional final exam)	20	3	60
Article Responses (5 responses out of 7 articles)	2	5	10
Team Exercise Days (individual and team quizzes)	5	3	15
Class Participation (I-Clicker participation)	1	>15	15
Extra Credit (subject pool and in-class assignments)	1	>6	6
Total			100 (+6)

Letter grades will be assigned based on your total points (out of 100) at the end of the semester:

97 – 100 pts:	A+	87 – 89.99 pts:	B+	77 – 79.99 pts:	C+	67 – 69.99 pts:	D+
93 – 96.99 pts:	A	83 – 86.99 pts:	B	73 – 76.99 pts:	C	63 – 66.99 pts:	D
90 – 92.99 pts:	A–	80 – 82.99 pts:	B–	70 – 72.99 pts:	C–	60 – 62.99 pts:	D–

Exams

There will be **3 required midterm exams** in this course. These exams will be taken in class and will consist of a mix of multiple-choice and short essay questions. These are **non-cumulative** tests and will only evaluate your understanding of content covered in the preceding third of the course. Questions will cover material from the lectures, textbook, and readings. I will hold a review session in the class meeting preceding each exam.

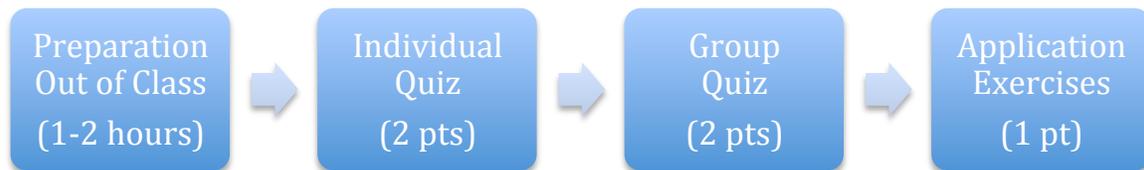
There will also be **1 optional final exam** held during the course's assigned exam period. This test will be similar to the midterm exams but will be **cumulative**. The final is not required. If you are satisfied with your performance on the first three exams, you needn't take this exam. If you do decide to take the final, your total exam grade (out of 60 points) will be based on your top 3 exam scores (out of all 4 exams).

Article Responses

Throughout the semester, a total of 7 assigned article readings will be posted on Compass. Choose any 5 of these articles and write a brief, 1-page (double spaced) response paper. In the *first half* your response paper, summarize the hypotheses, methods, and results of the article. In the *second half* of your response paper, provide your own thoughts on the article. For example, you can discuss a finding you were surprised by, critique the article's shortcomings, or propose future research that you'd like to see build off the article. Hard copies of your article responses will be due **in class** the day the reading is due.

Team Exercise Days

Discussing difficult concepts with others is a good way to clarify confusing points and process material actively so that it is better remembered. For this reason, we are devoting some class time to teamwork designed to get you to deepen your understanding of the concepts we are covering. At the beginning of the semester, you will be assigned to a team of about 5 students. On 3 specific *Team Exercise Days (TEDs)* throughout the semester (see schedule), your team will meet in class to work through challenging quizzes and application exercises. You can earn a total of 5 points per TED. Appropriate team behavior is required – be friendly and learn together! **Note: A documented medical or other excuse is required for an alternative assignment to be offered in lieu of completing a TED. Talk to me as quickly as possible if applicable!**



Quizzes. Each TED will begin with an individual review quiz (4 questions; 2 points possible), followed by a challenging team quiz (4 questions; 2 points possible).

Team Application Exercises. Teams will work together to discuss and solve challenging application problems. You will be asked to present your team's answers to the class and justify them. Each team member who is present and contributing will receive 1 point per TED.

Class Participation

Starting the second week of class, you will begin to earn participation credit via responses to numerous I-Clicker questions in class. Whether or not you receive points is **not** based on your performance on these questions (i.e., you will still receive participation credit if you get every question wrong). However, I encourage you to do your best on the I-Clickers in order to (1) assess the extent to which you understand the material, and (2) help yourself learn the material.

Extra Credit

Many areas in developmental psychology rely heavily on experimentation, and participating in experiments can give a hands-on sense of what experimental research is like. As a result, you can earn a total of 3 extra credit points by contributing 3 hours of your time as a research participant in the Psychology Department's subject pool. To register for the subject pool, click on "Request an account" at the following link: <http://uiuc.sona-systems.com/>. Alternatively, you can earn these 3 bonus points by answering essay questions (which will be posted on Compass) on two of the 7 assigned article readings. Each essay should be between 1 and 2 double-spaced pages.

In addition to the extra credit offered by participating in the subject pool (or in the alternative essay assignment), I will offer at least 3 in-class mini-assignments throughout the semester, each worth 1 point. These assignments can only be done in class on the day they are given; they cannot be made up. You can earn a total of 6 points of extra credit in this course, making a grade of 106% possible.

Date	Topic	How Children Develop	Readings on Compass
17-Jan	Introduction and ice breakers		
19-Jan	Overarching course themes Methods in developmental psych	23-25 (Ch.1) 99-100 (Ch.3, Box 3.3) 173-174 (Ch.5, Vision)	
24-Jan	How do infants perceive the world around them? Part 1	40-66 (Ch.2) 172-175 (Ch.5)	
26-Jan	How do infants perceive the world around them? Part 2	175-198 (Ch.5) 260-264 (Ch.7)	
31-Jan	How do infants perceive the world around them? Part 3		
02-Feb	Piaget's theory of cognitive development	132-142 (Ch.4)	
07-Feb	Piaget's theory revisited	142-145 (Ch.4) 252-254 (Ch.6)	
09-Feb	TED 1	Emphasis placed on methods and Piaget's theory	
14-Feb	REVIEW SESSION 1		
16-Feb	EXAM 1		
21-Feb	How do children come to understand numbers?	288-293 (Ch.7) 330-335 (Ch.8)	<i>Feigenson, Dehaene & Spelke</i>
23-Feb	How do infants think?	205-208 (Ch.5)	<i>Stahl & Feigenson</i>
28-Feb	How do infants think about what goes on in others' minds?	208-212 (Ch.5) 266-271 (Ch.7)	<i>Onishi & Baillargeon</i>
02-Mar	How do infants think about right and wrong?		<i>Sloane, Baillargeon, & Premack</i>
07-Mar	Conceptual Development	264-266, 273-278 (Ch.7)	
09-Mar	TED 2	Emphasis placed on infant cognition and reasoning	
14-Mar	REVIEW SESSION 2		
16-Mar	EXAM 2		
21-Mar 23-Mar	NO CLASS – SPRING BREAK		
28-Mar	First words and sentences	229-244 (Ch.6)	
30-Mar	How do infants learn language?	218-223, 246-252 (Ch.6)	<i>Golden-Meadow & Feldman</i>
04-Apr	Early temperament and attachment	402-410 (Ch.10) 426-439 (Ch.11)	
06-Apr	NO CLASS – DANIEL AT CONFERENCE		
11-Apr	How do parents influence children?	468-485 (Ch.12)	
13-Apr	How do peers influence children?	Chapter 13	
18-Apr	What influences children's motivation and achievement?	359-361 (Ch.9)	<i>Claro, Paunesku, & Dweck</i>
20-Apr	Gender & gender development	Chapter 15	<i>Storage, Horne, Cimpian, & Leslie</i>
25-Apr	TED 3	Emphasis placed on parents and gender	
27-Apr	REVIEW SESSION 3		
02-May	EXAM 3		
04-May	NO CLASS – READING DAY	Optional essays due (in lieu of subject pool credit)	
09-May	OPTIONAL FINAL EXAM	Optional final exam is cumulative; 7:00 to 10:00 PM	