

Child Development Psychology 313.C01 Course Syllabus - Summer 2004

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Office Hours:	R 12-1pm	URL:	http://adp.gmu.edu/lmanfrai/courses/
Location:	Robinson A245	Credit Hours:	3
Schedule:	MTWR 9:30am - 11:35am June 28 - July 27	Prerequisites:	6 hours of psyc (including psyc 100) or permission of instructor

Required Reading

Berk, L. E. (2002). Child development (6th ed.). Boston: Allyn and Bacon.

Course Objectives

1. To define and understand the developmental process of children.
2. To learn and apply different theories of child development.
3. To consider how child development is researched.
4. To look at the biological/perceptual, social/emotional, and cognitive/linguistic development of children.
5. To examine the various factors that impact the developing child in both positive and negative ways.

Course Requirements/Assignments/Activities

Exams

There will be two exams (50% each): a midterm and final. Each exam will cover the material for each section of the course. Material will not be cumulative with the exception of theories, which will be applied throughout the course. Material covered on the exams can include all required course readings, class lectures, and online & in class discussions. Exams will include multiple choice questions, identification, and short answers. (P.S. I often provide the "path to success" on exams during class times, and occasionally answers to the multiple choice questions.)

Midterm: July 12, 2004

Final: July 29, 2004

Grading Procedure

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 70-76%
D = 60-69%
F < 60%

Tentative Schedule

Session	Date	Topic	Reading/s
1	06/28	How & Why Child Development is Researched	pp. 3-6
2	06/29	Theories of Development	CH 1
3	06/30	Environmental Context	pp. 27-29, CH 14
4	07/01	Parents & Parenting	pp. 563-586
5	07/05	Biological Foundations & Prenatal Development	CH 3
6	07/06	Perinatal Development	pp. 122-144
7	07/07	Physical Development	pp. 168-192
8	07/08	Perceptual Development	pp. 145-162
9	07/12	Cognition and Language: Uniquely Human Traits	Barkley (1997) pp. 69 (4) - 70
9	07/12	MIDTERM EXAM	n/a
10	07/13	Jean Piaget	pp. 216-251
11	07/14	Lev Vygotsky & Role of Language in Cognition	pp. 256-265
12	07/15	Theories/Components of Language Development & Theories of Mind	CH. 9; pp. 253-251, 294-295, 439-442
13	07/19	Self-Regulation & Attention and Memory	p. 296, 401-403, 278-294; **
14	07/20	Temperament & Attachment	pp. 408-431
15	07/21	Emotional Development	pp. 392-408
16	07/22	Peer Status & Relationships	pp. 598-619
17	07/26	Moral Development	CH. 12
18	07/27	Special Topics: ADHD, aggression, abuse	pp. 282-283, 507-515, 587-592
19	07/29	FINAL EXAM	n/a

(** indicates additional reading will be given)

Accommodation for Students with Disabilities

It is the policy of the University to make reasonable accommodations for qualified individuals with disabilities. Students who may have special needs because of a physical or learning disability are encouraged to contact Disability Support Services ASAP (234 Student Union I) at 993-3247. Students with disabilities who are in need of accommodation relative to class attendance/arrival, course requirements, or related aspects of course performance and who have already processed the necessary paperwork with Disability Support Services must initiate such a request in writing immediately, and prior to any anticipated need, to the instructor. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

Use of Technology

Students will use a web based conferencing tool for the purpose of participating in online discussions and downloading course handouts. Additionally, students will access literature databases via the internet and/or the libraries electronic catalog.

The Honor Code

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor Code. The Honor Code (pp. 24 of the GMU University Catalog and <http://www.gmu.edu/facstaff/handbook/aD.html>) provides good definitions of lying, stealing, cheating, and plagiarism. For purposes of clarity, the following guidelines for plagiarism will be used in this course for the writing of the paper:

Plagiarism is...

- Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words. [Note: This is regardless of 1) the type of other person's work (whether or not it was published) and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].
- Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above).
- Paraphrasing someone else's ideas or findings or sentences without giving them a citation and reference.
- Using the same paper for this course which has been (or will be) turned in for another course.

Students are encouraged to collaborate and study together as much as possible throughout the course. For the project, students can assist each other in the form of helping with library research procedures, proofreading drafts, and discussing the assignment, but the student(s) whose name appears on the paper must be the author(s). For collaborative papers, all students must contribute equally to the project, including relatively equal contributions to the actual writing. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures.

UPDATED: 6/27/2004