

HD 501: Advanced Child Development, FALL 2006

Meeting Time: W 3:00 - 5:30, Adams Hall, Room 316

Office Hours: By Appointment

Prerequisite: Graduate Status

Website: <http://www.ches.ua.edu/departments/hd/faculty/scofield/hd501/index.shtm>

Professor: Jason Scofield, Ph.D.

Phone: 348 - 4057 or 348 - 6158 (HDFS Main Office)

E-mail: scofield@ches.ua.edu

Office: 222 Child Development Research Center

Department: Human Development and Family Studies (HDFS), UA Box 870-160

Required Text: Miller, P. H. (2001). *Theories of developmental psychology* (4th Edition). New York: Worth.

Additional readings will be required and will be made available for download on the course website.

Course Description/Objectives: HD 501 advances student's knowledge of the theories and research in child development. Major areas of study include: developmental theory and physical, cognitive and social development.

Course Structure: The structure of this course will consist of in-class lectures and discussions of assigned readings.

Grading Policy: The final grade in this course will be calculated out of 150 total points and will be based on *two examinations (50 points each for a total of 100 points), a research proposal and presentation (35 points), and regular class participation (15 points)*. The final grade will be calculated as the total number of earned points divided by the total number of available points. Final grade assignments will be as follows:

A	B	C	D	F
135 - 150 pts	120 - 134 pts	105 - 119 pts	90 - 104 pts	0 - 89 pts

Exams: There will be two exams worth 50 points each. Students will be responsible for all material covered during an exam section, including in-class lectures and assigned readings.

Research Proposal and Presentation: There will be a research proposal and presentation worth 35 points (i.e., 25 points for the proposal, 10 points for the presentation). The proposal should contain approximately 3,000 words, a minimum of 15 references, and should include: 1) an *Abstract* (maximum 150 words) summarizing the full proposal, 2) an *Introduction* - introducing the topic and reviewing the relevant literature and 3) a *Methods Section*: clearly describing the research questions, hypotheses, and procedures. A draft of the proposal (i.e., 500 words) and a preliminary list of references should be

submitted for feedback on or before **October 18, 2006**. Each student will present their proposal to the class for feedback on **December 6, 2006**. A final draft of the proposal should be submitted on or before **December 13, 2006**.

Class Participation: There will be a class participation grade worth 15 points. Students are required to regularly attend class, frequently ask questions, and always contribute to class discussions. To track this participation, students will be required to complete a 1 page (single-spaced) reaction paper to each week's readings (1 point each). In addition, students are required to give a 15-minute presentation of the proposal to the class.

Assignments will not be accepted after the due dates; failure to meet the due dates will result in 0 (zero) points for the assignment.

Unexcused absences will result in 0 (zero) points for the participation grade. Student's are responsible for obtaining all missed material.

Make-Up Examinations: If an examination is missed due to illness or emergency, the student must notify this instructor or the Human Development and Family Studies Office (348 - 6158) of his/her absence prior to the time of the exam. Any examination that is not completed by the end of the course will be scored as a 0 (zero).

Academic Honesty: Provisions of *The University of Alabama Academic Misconduct Disciplinary Policy* will be followed in this course. Academic misconduct in any form (including: cheating, plagiarism, fabrication of information, misrepresentation, and abetting any of the above) will result in failure of the course and any violator of this policy will be immediately referred to *Student Affairs* for subsequent action. If cheating is suspected but conclusive evidence is not available, this instructor reserves the right to re-administer any examination or assignment in question.

Inclement Weather Policy: If the University remains open, class will be held as scheduled. However, if severe or adverse weather conditions prohibit your attendance from class or threaten your safety, a reasonable effort will be made to accommodate you. In the event that the University is closed on the day an examination is scheduled the examination will be administered during the following class.

Special Accommodations: The Department of Human Development and Family Studies makes reasonable accommodations for students with disabilities. Any student who may need special arrangements in order to meet the requirements of the course must present documentation of the disability to the *Office of Disability Services*. The office will prepare a letter for the student's instructors indicating accommodation that needs to be made. The student needs to supply the letter to the instructor as soon as possible so that necessary accommodation may be made. If you are registered with the Office of Disabilities Services, please see the instructor to discuss any course accommodations. If you have a disability but have not contacted the Office of Disabilities Services, please call 348-4285 or visit 220 Research Drive to register for services.

Tentative Course Outline for Fall, 2006

DATES	TOPICS - THEORY, RESEARCH, & PRENATAL DEVELOPMENT
8-23	Introduction, Theory, Research Methods
8-30	Freud, Erikson ASSIGNMENT: <i>Miller, Chapter 2, 3</i> SUGGESTED READINGS: <i>Freud, 1910</i>
9-6	Learning Theories ASSIGNMENT: <i>Miller, Chapter 2, 3</i> SUGGESTED READINGS: <i>Watson, 1907; Pavlov, 1927; Skinner, 1947; Breland & Breland, 1961; Bandura, et al., 1961</i>
9-13	Piaget, Vygotsky Theories ASSIGNMENT: <i>Miller, Chapter 1, 7</i> SUGGESTED READINGS: <i>Beilin, 1992; Lourenco & Machado, 1996; Baillargeon, 1987; Vygotsky, 1962¹</i>
9-20	Information Processing, Ethology, Other Theories ASSIGNMENT: <i>Miller, Chapter 4, 5, 8</i> SUGGESTED READINGS: <i>Ebbinghaus, 1885; Miller, 1956; Atkinson & Shiffrin, 1968; Darwin, 1874, 1877; Lorenz, 1952¹; Harlow, 1959</i>
9-27	Prenatal Development, Birthing, Genetics ASSIGNMENT: <i>Developmental Timeline</i> SUGGESTED READINGS: <i>Scarr & McCartney, 1983; Platt & Sanislow, 1988; Plomin 1983, 1989</i>
10-4	EXAM 1

DATES	TOPICS - COGNITIVE & SOCIAL DEVELOPMENT
10-11	Perceptual Development ASSIGNMENT: <i>Miller, Chapter 6; O'Neill & Chong, 2001; DeLoache et al, 2004</i> SUGGESTED READINGS: <i>Gibson & Walk, 1960; Sorce et al., 1985; Haith, 1993; DeLoache et al, 2003; Langlois et al., 1987; Spelke, et al., 1992</i>
10-18	Conceptual Development, Theory of Mind ASSIGNMENT: <i>Wynn & Chiang, 1998; Wimmer & Perner, 1983</i> SUGGESTED READINGS: <i>Wellman & Bartsch, 1988; Flavell, 1999; Wellman, Cross, & Watson, 2001; Onshi & Baillargeon, 2005</i>
10-25	Representation, Language Development, Memory Development ASSIGNMENT: <i>Bloom & Markson, 1998; Pezdek & Hodge, 1999</i> SUGGESTED READINGS: <i>Carey & Bartlett, 1978; Tomasello & Farrar, 1986; Markson & Bloom, 1997; Leichtman & Ceci, 1995; Howe & Courage, 1997</i>
11-1	Emotional Development, Temperament ASSIGNMENT: <i>Kochanska et al., 1996; Rothbart, 1981</i> SUGGESTED READINGS: <i>Fabes & Eisenberg, 1991; Nepp & Hess, 1986; Sousignan & Schaal, 1996; Goldsmith, et al., 1987; Grolnick, et al., 1996</i>
11-8	Attachment, Self, Others (Social Cognition), Peer Relations ASSIGNMENT: <i>Harter & Pike, 1984; Ladd, Price, & Hart, 1988</i> SUGGESTED READINGS: <i>Wentzel & Asher, 1995; Gallup, 1977; Asher & Dodge; Harter, et al., 1998; Ainsworth, 1979; Crick & Ladd, 1993</i>
11-15	Gender Concept, Moral Development ASSIGNMENT: <i>Kuhn, Nash, & Brucken, 1978; Eisenberg, Lennon, & Roth, 1983</i> SUGGESTED READINGS: <i>Barry, et al., 1957; Constanzo & Shaw, 1966; Walker & Andrade, 1996; Nelson, 1980, Cherney, 2005</i>
11-29	EXAM 2

12-6	IN-CLASS POSTER PRESENTATIONS
12-13	RESEARCH PROPOSALS DUE