

Psychology 2110: Introduction to Child Development
Spring 2013

Class meetings: MWF 12:00-12:50, PE250
Office: C876, University Hall
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Professor: Fangfang Li
Office hours: By appointment
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Graduate teaching assistant: Nicole Netelenbos (Email: nicole.netelenbos@uleth.ca)

Course description: This is an introductory course on child psychology. It describes how the biological, cognitive, cultural, environmental, and social factors together influence development throughout childhood. It also introduces you to the major phenomena, methods, theories, and findings of developmental psychology, especially as they apply to infancy and childhood.

Textbook:

Siegler, Deloache & Eisenberg (2010) *How Children Develop*. 3rd Edition Worth Publishers.

Coursework and grading: There will be two exams for this class, one midterm (40% each) and one final (60%). The final exam is cumulative, covering all materials presented throughout the semester. Students should come prepared for each class by reading the assigned textbook chapters or journal articles.

Grading scale:

A+	90 – 100	B+	77 – 79	C+	67 – 69	D+	55 - 59	F	0 - 49
A	85 – 89	B	73 – 76	C	63 - 66	D	50 - 54		
A-	80 – 84	B-	70 – 72	C-	60 - 62				

Make-up policy: No make-up midterm or final exam will be given without a valid medical note or other official documentation.

Students with Special Needs: If you have any special needs that require accommodation, it is your responsibility to contact Counseling Services to acquire an official letter concerning your situation. Accommodations will only be given upon receiving the official notification from that office.

Classroom etiquette: As college level students, you are expected to exhibit good manners in classroom to show your respect to both the instructor and to other students. This entails at least the following three basic aspects: 1) Turning off your cellphones and other electronic devices. Computers can only be used for note-taking purpose. 2) Arriving and leaving on time: unexcused late arrivals could be both disruptive to the instructor and to other students. Be punctual at the beginning of the class and don't pack your stuff until the instructor has completely finished lecturing. 3) No talking in class unless you are allowed to. Casual conversations should be carried out outside the classroom. Loud talking is very disruptive, especially for such a large class as ours.

Academic Integrity: I am obliged to report to the University of any suspected cases of academic misconduct. The most common form of misconduct is plagiarism, cheating, and shared work. Please refer to the University calendar for the complete set of policies regarding academic integrity.

Additional readings:

Keen, R. (2003) Representation of objects and events: why do infants look so smart and toddlers look so dumb? *Current Directions in Psychological Science*, 12 (3): 79- 83
(Downloadable from the University library website)

Birch, S. A. J. & Bloom, P. (2004) The Curse of Knowledge in Reasoning about False Belief. *Psychological Science*, 18 (5): 382-386.
(Downloadable at http://bobweigel.net/projects/images/Birch%26bloom_curse.pdf)

Tentative course schedule

Month	Date	Day	Reading	Notes
Jan	9	W	Chapter 1	
	11	F		
	14	M		
	16	W	Chapter 2	
	18	F		
	21	M	Chapter 3	
	23	W		
	25	F	Chapter 4	
	28	M		
	30	W		
Feb	1	F	Chapter 5	
	4	M		
	6	W		
	8	F	Chapter 6	
	11	M		
	13	W		
	15	F		
	18	M		<i>No class</i>
	20	W		<i>No class</i>
	22	F		<i>No class</i>
	25	M		
	27	W	Midterm	
Mar	1	F	Chapter 7	

Month	Date	Day	Reading	Notes
	4	M		
	6	W	Chapter 8	
	8	F		
	11	M	Chapter 9	
	13	W		
	15	F		
	18	M	Chapter 10	
	20	W		
	22	F		
	25	M	Chapter 11	
	27	W		
	29	F		<i>No class</i>
Apr	1	M		<i>No class</i>
	3	W	Chapter 12	
	5	F		
	8	M		
	10	W	Chapter 13	
	12	F	Chapter 14	
	15	M	Chapter 15	
	17	W		
	19	F		
	29	M	Final Exam	9:00-12:00