

University of
Lethbridge



INFANT DEVELOPMENT

PSYC 3000B | Summer Session I, 2016 | COURSE SYLLABUS v.2

*Welcome to the course **Infant Development!** I will introduce you to literature and theories related to infant behaviour and development. My role is to provide you with a learning environment and resources relevant to the course **Infant Development**. I am here to support your learning. Your role is to actively engage in self-directed learning while maximizing the resources available to you through the course **Infant Development** and The University of Lethbridge.*

COURSE DESCRIPTION

What happens in the first two years of life? How do infants develop from relatively helpless newborns to walking, talking, intentional beings, with likes, dislikes, friends, expectations, and reasoning abilities? There are rapid and profound changes in all aspects of psychological functioning in the infancy period. To even document, let alone fully understand, how infants develop so rapidly and what the impact of infant development is on later functioning, rigorous empirical research is essential. Psychology 3000B is designed to introduce you to some of the key empirical findings, and provide you with a theoretical foundation for understanding and critically evaluating this work.

TIME & LOCATION

When: Tuesdays & Thursdays from 1:00pm - 3:50pm

Where: AH 118

Website: <https://moodle.uleth.ca>

INSTRUCTOR

Dr. Afra Foroud

Email: afra.foroud@uleth.ca

Office: D854

Office hours: Appointments can be made via email

EMAIL PROCEDURES

Always use your @uleth.ca email account when contacting me via email. Always start the Subject line with “Psych 3000B” and remember to communicate in a professional manner and style. Before sending your question via email, check your class notes, syllabus, and course website for an answer. After checking, if you still have a question,

please email me. I will answer quick and simple questions over email. If I find the question to require a more thorough answer, I will ask you to make an appointment.

COURSE MATERIALS & RESOURCES

The following is a list of the key materials needed to facilitate success with this course:

1. REQUIRED TEXTBOOK

Siegler R, Eisenberg N, DeLoache J, Saffran J, Graham S. (2014). *How Children Develop* (4th Canadian edition). New York, NY: Worth Publishers.

ABOUT YOUR TEXTBOOK

I have carefully selected this textbook with you in mind. The textbook comes with student resources that can facilitate your learning – take advantage of them!

This textbook provides an introduction to themes, concepts, theories and research on child development. Textbook readings assigned for this class are on the portions of the textbook that focus on infancy. Your textbook reading assignments may comprise whole chapters or parts of chapters (chapter sections). When reading this textbook for the purpose of this course, it is important that you prioritize according to what is assigned rather than trying to read the entire textbook. However, if you wish to read beyond what is assigned, please do so at your own pleasure! It will help put what you learn in this course into a deeper context and will even prepare you for future courses on development. Plus, you will acquire interesting information on human development (which continues until death) that might interest you!

2. ADDITIONAL REQUIRED READINGS

Throughout the term, I will assign published articles relevant to the course. You will be responsible for acquiring, reading and interpreting these articles. The purpose of these readings is to provide you with access to peer-reviewed journal articles, experience with critically evaluating both seminal and ongoing research as well as integrating information from several sources. These reading assignments will be announced in class and on Moodle... and yes, they will be covered in your exams.

3. WEBSITE

You are responsible for checking the course website at <https://moodle.uleth.ca> often throughout the term. This is where you can access and download the course syllabus, lecture outlines, and links to additional required reading material, and important announcements. Discussion forums are made available to support peer & self-motivated learning and are *not* checked by the course instructor.

COURSE REQUIREMENTS

The course will involve a combination of classroom lectures, films, assigned textbook readings, assigned published article readings, and group activities. Please note that not all lecture material is covered by the assigned readings and that considerable assigned textbook and other reading materials will not necessarily be covered by lectures. It is your responsibility to make sure you cover all required learning materials.

Evaluations will involve two in-class midterm exams, one final exam, two short papers, and twelve in-class open-book independent quizzes. Midterm and final examination materials will be based on lectures, films, assigned textbook readings, assigned published article readings, the in-class quizzes, and classroom discussions.

The following table provides an overview of course evaluations. More details are provided in the syllabus section **WHAT IS EXPECTED FROM YOU**.

Learning Evaluation Activity	Points to Earn	Dates
Midterm I	22%	May 24
Midterm II	22%	June 7
Final Exam	22%	June 21
12 In-Class Quizzes	12%	1 every class
Letter to Policy Makers	11%	May 31
Reading Response Paper	11%	June 14
Total Base Points Available for you to Earn	100%	
Bonus Points Options	2%	

COURSE PRE-REQUISITES

The pre-requisite for this course is PSYC 2110 and the recommended background is PSYC 2030.

If you have registered for this course without meeting the pre-requisite listed above then you are taking this course at your own risk. All lectures and materials are prepared assuming all students meet the course pre-requisite. I will keep to this assumption throughout the entire term. If you wish to bypass course requirements, it is your responsibility to obtain pre-requisite knowledge on your own time –this includes making the time for additional *self-directed* studying to make-up for your lack of pre-requisites.

WITHDRAWING FROM THIS COURSE

If you feel you cannot handle the expectations of the course, I encourage you to talk with me for advice.

WITHDRAWAL DATES

May 14 is the last day for withdrawing from this course.

LEARNING GOALS

OVERALL COURSE OBJECTIVE

The purpose of Psychology 3000B is to help students develop a deep introduction to experimental and theoretical aspects on infant development and behaviour. In order to achieve such a goal, students will have access to 1) lectures, 2) films, 3) peer-reviewed journal articles, and 3) various assignments and exams designed to facilitate learning and challenge thinking.

OVERALL COURSE LEARNING GOALS

- gain a deep introduction in experimental and theoretical aspects of infant development and behaviour
- think critically about infant development

MAIN COURSE LEARNING GOALS

- identify and critically evaluate the major theories and perspectives of infant development and behaviour
- understand how theory guides research
- recognize, recall, evaluate and integrate concepts and theories of infant development and behaviour
- focus on the *process* of development, but also on what babies do at different ages, what their needs are, & how they thrive

- apply your knowledge of principles of infant development to gain insight into yourself and society
- recognize when issues have been overly simplified, or made political
- learn to critically evaluate research
- identify and critically evaluate what the different methods used to study infant behaviour and cognition offer
- understand the value of what can be gained from examining infant development with multiple methodologies, models and according to multiple theories
- understand the value of how information acquired from multiple sources and activities facilitates a deep understanding of it (e.g., participate in class, review notes, read textbook and other assigned readings, write quizzes and papers).
- communicate your ideas verbally and in writing
- demonstrate respectful, professional behaviour with your peers and instructor, in all aspects of communication, including email, online, and in person

WHAT IS EXPECTED FROM YOU

PARTICIPATION & ATTENDANCE

Make the best of this course! The more active you are in your course, the more you will learn. Be engaged in the lectures. If you are unsure of something, raise your hand and ask! I'll do my best to clarify. Please come to every class prepared to take control of your own learning. Be well-rested, well-nourished and open-minded. Try to do your readings before class – if you can't, don't worry just make sure you actually do them after class! Bring the tools you need to take notes and arrive on time. If you absolutely have to be late, don't skip, still show up! *If you do miss class*, it is your responsibility to acquire any and all missed notes and assignments.

Dedicate the time you need to do your required readings and assignments properly and with your full attention. Assigned readings, in-class activities, papers and quizzes are prepared to facilitate your learning. The more you put into them the more you will learn and the better you will do in this course! It's up to you how well you do!

RESPECTFUL & ETHICAL CONDUCT

Always treat yourself, your classmates, and your instructor with respect. This holds true inside and outside of the classroom, in person and in writing (including via email and on all assignments, quizzes and exams). Respectful behaviour includes arriving to class on time and being mindful in your actions so as to minimize distractions for your fellow students and your instructors.

Students are responsible for familiarizing themselves with the Academic Regulations and Policies contained within the University of Lethbridge Academic Calendar (<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2015-16/part04.pdf>). As per the University Calendar, Section 5.h.1. "When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean."

Turn off all mobile phones, iPods, mp3 players and any other similar device before coming to class. **Keep them off** until you exit the room at the end of class. If you choose to take notes using your laptop, be mindful of fellow students: make sure sound, internet, Skype, email, chat and messenger programs etc. are turned off and stay off during class time. Bring paper and pen as backup in case your computer crashes or runs out of power!

A diversity of viewpoints is inevitable in most academic settings. Voicing well-reasoned disagreement with others' opinions is perfectly fine; being combative, intolerant, or disrespectful towards others is not (see the University Calendar Section 5.b.1). It is important to maintain respectful and ethical conduct and to be open-minded.

You are responsible for your own learning. Cheating is **not** tolerated; type of cheating or the reasons behind cheating are irrelevant. Remember, copying someone else's work is a form of cheating. Refer to the syllabus section on ETHICAL CONDUCT for more information.

Audio, visual, and/or audiovisual recording of any part of the lecture, including the instructor, PowerPoint slides and films presented in class, and quizzes and group activities is NOT PERMITTED.

MIDTERM & FINAL EXAMINATIONS (3 X 20% OF FINAL GRADE)

All tests and exams will consist of a mix of multiple-choice, matching and fill-in-the-blanks questions. All examination material will be based on lectures, films, assigned textbook readings and assigned published articles, in-class group activities, in-class quizzes, and classroom discussions. It is mandatory that you properly and clearly **enter your name and student ID on ALL exam documents and that you fill in the details of your full name and student ID on your exam scantron sheets. Failure to do so will result in an automatic and final grade of zero for that exam.**

The questions on the exams are designed to **PUSH you beyond memorization of facts and to CHALLENGE you to INTEGRATE and APPLY course material.** Studying alone is not enough; one must be actively engaged in the learning process to gain long-term retention of new material. Indeed, research has shown that long-term retention is greater with multiple testing opportunities (Roediger & Karpicke, 2006). Thus, in order to provide you with the best opportunity to learn and subsequently apply new course material to future courses, and to your life, **the final exam is cumulative.**

Your presence at each midterm exam and at the final exam is expected. **THERE WILL BE NO MAKE-UP MIDTERMS or FINAL EXAM.** You will receive a mark of zero for each exam (midterms and/or final) you miss.

Missed Exam Policy. With the exception of extreme extenuating circumstances (e.g., prolonged illness, accident, or bereavement), all students must write their exams within the designated period. Should you find yourself in an extreme situation, please contact me immediately so that I may assist you in understanding your options. Medical reasons must be supported by a physician's statement that you were either unable to attend university, or that your performance would be seriously affected by your condition on the day of the exam. Acceptable medical documentation must include the physician's name and contact information. Similar documentation is required for any non-medical reason (e.g., bereavement). Without documentation, a grade of zero (0%) will be recorded for any student who does not write the exam on the assigned day.

PAPERS (2 X 11% OF FINAL GRADE)

There are two assigned papers for this course: 1) Reading Response and 2) Letter to Policy Makers. The purpose of these short papers is to provide you with immediate opportunity to apply course material to your understanding of infant development, how academia contributes to knowledge and society, and to your life experiences. Additionally, these assigned papers will help you gain experience with, and practice, your written communication skills, including summarizing content and arguments and critical analysis. **Details about how to format and submit your papers, as well a learning goals for these assignments, will be provided early in the term.**

Remember to **put your name and student ID on all your papers**, failure to do so will result in an automatic and final zero.

Policies for Late Papers. Every late paper will receive a 10% deduction per day late. Any paper submitted more than 9 days late will receive a grade of zero. There is absolutely no option to contest your grade on any late paper.

Policies for Paper Re-Evaluation. If, upon receiving feedback on your paper, you believe your paper was graded unfairly, you may choose to have it re-evaluated. To do so, send me an email with your request within 1 week. Re-evaluation may result in an increase, decrease, or no change of grade. Either way, the grade that accompanies the re-evaluation is final.

1. Reading Response (11% of final grade)

From your additional assigned readings, select one of the PEER-REVIEWED journal articles and write a response paper. Your response should be approximately 500 words and should commence with a brief (~200 word) summary of: 1) the question of interest, 2) the basic methodology or methodologies used, 3) the results, and 4) the conclusion(s) drawn by the authors. If the paper you choose is a review, simply summarize the main findings and authors' argument). In the following ~300 words, you should find another PEER-REVIEWED journal article on the same topic that offers a different perspective, or shows a contradictory result. Summarize the findings of the second article and briefly compare and contrast the two. This can be a study we've gone over in class or a totally new one, in either case, you must find, read, and summarize the actual article.

2. Letter to Policy Makers (11% of final grade)

For this paper, you are required to write a letter (maximum 2 pages double-spaced) such as one might address to a community leader or politician to argue for either a change in social policy, or to register your support for a new initiative. You must explain your points clearly and apply the research you have learned in this class support your arguments.

QUIZZES (12% OF FINAL GRADE)

Active participation during lectures is one way that you can take responsibility for your learning during this course. One way to evaluate your engagement during lectures is to provide in-class quizzes. Quizzes may be given at the beginning, middle or end of each lecture. Material on each quiz will usually cover content provided in the current lecture.

Quizzes are open-book and are to be completed individually. Thus, consulting a friend, fellow student, copying from someone else, handing in someone else's quiz, or someone else handing in your quiz, will be considered cheating and are subject to the consequences on cheating outlined in this syllabus and by policies set by The University of Lethbridge (for more information see the section on ETHICAL CONDUCT below).

Format. These quizzes are designed to challenge your ability to abstract, retain and clearly articulate important points of the course content. Each quiz (worth 1% of your final grade) will comprise 1 specific short answer question that you will be expected to answer within a limited time during class. These quizzes have specific answers. You will be asked to provide your answer in a specific number of words or in 1 short phrase. You will either receive a grade of '1' (for the correct answer) or '0' (for flawed or false answers). Since the question and expected answers are highly specific, grades are absolutely final.

For your quiz to count, you must **submit your answers at the allotted time in class.** If you fail to do so, you will receive a grade of zero. If you forget to put your name and student ID on the quiz, you will receive a grade of zero.

EXTRA CREDIT FOR RESEARCH PARTICIPATION

One way to learn more about psychology is to actually participant in ongoing research projects. Indeed, this course emphasizes active involvement in psychology! You may earn up to 2 extra credit points (i.e., 2% added to your final course grade) for participating in accredited psychology experiments.

Available studies will be listed and described on the Sona System at: <http://psychleth.sona-systems.com>, on May 16, 2016. The departmental Administrative Assistant will send your username and password to your U of L email account. Each project usually requires one hour or less of your time, but this will depend on the individual research project. In recognition of your time and the fact that you are learning about the discipline of psychology beyond what you acquire in the classroom setting, an extra credit of 1% to 2% per study in which you participate will be added to your course grade.

Note: There is no guarantee that all students who wish to participate will be able to achieve the maximum extra credit. As these are bonus points, students who choose not to participate are not disadvantaged. If you are in two Psychology courses that allow credit, you may not sign up for the same study twice. Please use the login for each course so the system will put it into the correct class. Because research studies start at various points throughout the semester, additional projects that were not originally listed may show up, so be sure to check the system periodically. The last date to participate in research studies is June 20, 2016. If you experience problems with the Sona System, or have questions about participating in research projects, please contact Leanne Wehlage-Ellis at wehlage@uleth.ca.

PHYSICAL OR LEARNING DISABILITIES

Both The University of Lethbridge and I support equal opportunity in education for all students, including students with documented physical and/or learning disabilities. If you have a disability that affects your learning in the classroom and/or your performance on assignments and/or exams, please **contact the Accommodated Learning Centre** (<http://www.uleth.ca/ross/accommodated-learning-centre/>). If you have a *documented condition* that prevents you from fully participating in this course, including evaluation procedures, *it is your responsibility to contact me regarding your individual situation*. **No accommodations will be given without official notification from the Accommodated Learning Centre.**

FEEDBACK

Your thoughts and suggestions on how to improve this course are valuable. I hope that you will share them with me, especially if they are about things that are able to change. I appreciate your openness and willingness to work together to make this course a positive, productive and, if possible, fantastic experience for all of us.

Near the middle of term, you will have the opportunity to provide anonymous teaching and course evaluation (via an online survey) so that I may apply your feedback to you while you are still in the course. Toward the end of term, you will have another opportunity to provide feedback via course evaluations. I use the information and feedback you provide from both middle of term and course evaluations to improve my teaching style and course format. I look forward to your feedback about your learning experiences. I want to know about the elements of the course that work well for you and what inspires you, let me know so that I can repeat my most effective teaching practices!

WHAT STUDENTS EXPECT FROM INSTRUCTORS

AVAILABLE

I am here to facilitate your self-directed active learning and your choice to succeed in this course. The best way to clear up questions is to visit me in person rather than to email me your questions. To make an appointment, respectfully email me some time & day options that you are available.

ONLINE SLIDES

Lecture outlines that are similar to the PowerPoint slides used in the lectures will be posted on our course website (<https://moodle.uleth.ca>).

PARTICIPATION

I will do my best to keep you interested in class, to create and provide the environment and materials that will facilitate your self-motivated active learning.

FEEDBACK

I will provide you with feedback on learning evaluations (e.g., quizzes, papers, exams) as quickly and with as much specific and detailed feedback as possible given the number of students in our class.

TIPS FOR TAKING RESPONSIBILITY FOR YOUR LEARNING!

Take responsibility for your learning! Self-directed learning will help you succeed in this course AND it will make what you learn in this course far more meaningful to you than simply trying to remember what I tell you.

MAKE THE MOST OF YOUR TIME IN CLASS

Take organized notes rather than just copying what's on the slides. Write down what's being discussed in class, use the slides to organize your notes, and write down your questions! Remember, you will have access to the slides after class – so there is no need to try to copy it down in class.

Be focused. Only bring course materials to class. Leave phones and other distractions outside of class, or keep them turned off and in your bag. Avoid sitting next to people who might distract you. Arrive to class well-rested and well-nourished.

Ask questions. Take the lead! Ask questions if you would like further clarification or if you are interested to know more about a concept or its application.

YOUR TIME OUTSIDE OF CLASS AFFECTS HOW YOU DO IN THE COURSE

Keep your class notes alive! After class, add to the notes you took in class by filling in any missing pieces and fleshing out concepts. Avoid procrastinating! Add to your notes before you forget! Look up/download lecture outlines (posted on the course website <https://moodle.uleth.ca>) and integrate your class notes with what's on the lecture outlines. Design and structure your notes in ways that you can use later to study for exams.

Be active in your reading. Pay attention to what you read as you read it. While you read, take notes. In your own words write down important points AND write out any questions you may have as a result of reading – whether it's because a concept is confusing or because you want to know more than what is explained in the text. Again, design and structure your notes in ways that you can use later to study for exams.

Test yourself. Use the learning objectives from class and the textbook to create questions for yourself. Make up multiple choice questions - challenge yourself to come up with 5 viable answers where only 1 is truly accurate. This will help you identify the concepts that are unclear to you.

Write your papers. Start preparing and writing your papers early. Need advice? Visit the **U of L Writing Centre** and talk with me and with your fellow students.

Make appointments with me. Don't wait until exam time; use the office hours throughout the term to ask questions about this course.

STRESS OVERWHELMING YOUR ABILITY TO FUNCTION?

If you feel you can't handle the pressures of this specific course, talk to me. If I can help, I will. If I don't know how to help, I will do my best to direct you to helpful resources.

If you feel like you are struggling with time management and/or university life make an appointment with a counsellor. The University of Lethbridge offers counselling services to students, take advantage of the resources available to you at <http://www.uleth.ca/counselling/node>. Counselling services is located at TH218 and the phone number is 403-317-2845.

LEARNING RESOURCES AVAILABLE TO YOU

U of L Academic Calendar. Information on academic regulations, including course withdrawal dates and credits, can be found in the U of L Calendar at <https://www.uleth.ca/ross/academic-calendar/2016-17>.

U of L Student Success Centre <http://www.uleth.ca/student-success-centre/> offers study skills services, mental health education and online resources including online learning modules (Academic-Zone).

U of L Writing Centre <http://www.uleth.ca/artsci/academic-writing/writing-centre> offers consultations and tutoring services.

GRADING SCHEME

Letter & Percent Grade	Current U of L Grading System
A+	95-100%
A	90-94.9%
A-	85-89.9%
B+	80-84.9%
B	75-79.9%
B-	70-74.9%
C+	67-69.9%
C	64-66.9%
C-	60-63.9%
D+	56-59.9%
D	50-55.9%
F	0-49.9%

ETHICAL CONDUCT

Do Not Cheat. Do Not Plagiarize.

It's Not Worth Your Education, Your Reputation, Your Future.

The consequences of cheating and/or plagiarizing are severe. You will fail the assignment or exam. Cheating, including plagiarizing may lead to an automatic fail for the course (even if you didn't cheat/plagiarize on other assignments or exams in the same course). A letter will be forwarded to the Dean of Arts and Science describing your offense and the consequences. The letter will be added to your file in the Registrar's Office and the Dean may implement further disciplinary action. More information can be found in the *Student Discipline Policy – Academic Offenses* (pages 75-77) section of The University of Lethbridge Academic Calendar at:

<http://www.uleth.ca/policy/assessment-student-learning-policy-and-procedures-undergraduate-courses>

What sources should you use when constructing your assignments or writing papers? How should you cite sources without plagiarizing? If you are unsure of answers to these questions please see me **BEFORE** handing in your assignment.

WHY IS ACADEMIC MISCONDUCT A SERIOUS OFFENSE?

Cheating and/or using a sentence from someone else's paper without proper citation are wrong. Your assignments, exams and papers represent *your ideas*. They demonstrate more than what you know or what you learned, they demonstrate *how you think*. You own your thoughts and ideas; cheating and/or plagiarizing means you are stealing

from someone else. Your enrolment in university folds you into the academic community. Academia benefits society by advancing knowledge about the way the world works and how we contribute to the world. *Our greatest contribution to academia is our ideas.* In order to advance knowledge, it is critical to share ideas; in doing so, we share our unique individual contribution. Knowledge advances when ideas are evaluated by, and integrated amongst, peers. This is why when we discuss others ideas, we must represent them honestly. **You are part of the academic community and are expected to behave honestly and ethically.**

HOW CAN YOU PARTICIPATE IN THE ACADEMIC COMMUNITY HONESTLY & ETHICALLY?

Here are some tips:

1. Remember, all graded work must be **your original work**. You can consult peers, readings and other sources, even your instructor. However, all work must be done yourself independently.
2. Check out the U of L **Writing Centre** (<http://www.uleth.ca/arts/academic-writing/writing-centre>) for tips and guidelines. To **prevent unintentional plagiarism**, visit <http://owl.english.purdue.edu/owl/resource/589/01/>.
3. Use the U of L Library (<http://www.uleth.ca/lib/>) to access reliable sources.
4. Be conscientious when choosing what to read and what to cite in your work. Read and evaluate all materials critically and be critical of your own work. Remember that not all sources are appropriate, or even reliable, and always properly reference all the material you use.

CLASS SCHEDULE

This schedule is subject to change. All changes will be announced in class and posted on the course website (<https://moodle.uleth.ca>). Chapters identified by * have assigned chapter sections which are provided in the syllabus section CHAPTER SECTION READINGS. Additional readings will be assigned and posted on Moodle throughout the term.

Week	Date	Topics	Textbook Readings
1	May 10	Welcome & Why Study Infants? Prenatal Development, Birth & the Newborn	Syllabus & Chapter 1 Chapter 2
	May 12	Prenatal Development, Birth & the Newborn Genes, Brain and Behaviour	Chapter 2 Chapter 3
2	May 17	Genes, Brain and Behaviour Cognitive Development	Chapter 3 Chapter 4*
	May 19	Movement, Perception & Learning	Chapter 5
3	May 24	<i>In-Class Midterm I</i> Development of Language	Chapter 6*
	May 26	Development of Language Conceptual Development	Chapter 6* Chapter 7*
4	May 31	<i>Due: Letter to Policy Makers</i> Conceptual Development	Chapter 7*
	June 2	Social Development Emotional Development	Chapter 9* Chapter 10*
5	June 7	<i>In-Class Midterm II</i> Attachment & Development of Self	Chapter 11*
	June 9	Attachment & Development of Self	Chapter 11*
6	June 14	<i>Due: Reading Response</i> Moral Development	Chapter 14*
	June 16	Conclusions	Chapter 16
7	June 21	Final Exam: Cumulative with focus on material since Midterm II	

Note. The final exam time will be set by the registrar.

CHAPTER SECTION READINGS

The following lists provide the assigned chapter sections for indicated chapters in the CLASS SCHEDULE table above. This list does NOT include additional assigned article readings (these will be assigned throughout term and posted on Moodle). It is possible that the following chapter section reading assignments may change – if so, this will be announced both during lecture and on Moodle (<https://moodle.uleth.ca>).

FULL CHAPTERS

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 5
- Chapter 16

CHAPTER SECTIONS

- **CHAPTER 4**
 - From the beginning of the chapter (page 129) until ‘The Preoperational Stage (Ages 2 to 7)’ on page 138
 - From Piaget’s Legacy (starts on page 142) until ‘Information-Processing Theories’ on page 145
 - From ‘View of Children’s Nature’ on page 146) until ‘Explanations of Memory Development’ on page 149
 - From ‘Intersubjectivity’ (starts on page 159) until the end of the chapter
 - Chapter Summary
- **CHAPTER 6**
 - From the beginning of the chapter (page 215) until the last complete paragraph on page 245
 - From ‘Theoretical Issues in Language Development’ on page 247 until ‘Non-Linguistic Symbols and Development’ on page 253
 - Chapter Summary
- **CHAPTER 7**
 - From the beginning of the chapter (page 261) until ‘Categorization of Objects Beyond Infancy’ on page 266
 - From ‘Knowledge of Other People and Oneself’ on page 268 until the end of the top paragraph on page 270 (the last sentence ends (S.A. Miller, 2012))
 - From ‘The growth of play’ on page 273 until the end of the Lantern man and Spiderman quote on page 274 (the quote end with (Kavanaugh & Engel, 1998, p.88))
 - From ‘Knowledge of Living Things’ on page 276 until ‘Understanding Biological Processes’ on page 277
 - From ‘How Do Children Acquire Biological Knowledge?’ on page 279 until ‘Causal Reasoning During the Preschool Period’ on page 283
 - From ‘Space’ on page 285 until the last complete paragraph on page 289
 - From ‘Number’ on page 290 until ‘Counting’ on page 293
 - From ‘Relations Among Understanding of Space, Time, and Number’ until the end of the chapter
 - Chapter Summary
- **CHAPTER 9**
 - From the beginning of the chapter (page 341) until the end of the top paragraph on page 346 (ends with “... delay gratification.”)

- From the 3rd paragraph on page 347 (begins with “Freud thought that healthy...”) until “3. Initiative Versus Guilt (ages 4-6)” on page 348
- From page 349 until ‘Skinner’s Operant Conditioning’ on page 352
- From ‘Ecological Theories of Development’ on 363 until the end of page 367
- Chapter Summary

- **CHAPTER 10**
 - From the beginning of the chapter on page 383 until ‘The Self-Conscious Emotions: Embarrassment, Pride, Guilt, and Shame’ on page 392
 - From ‘Regulation of Emotion’ on page 398 until ‘The Use of Cognitive Strategies to Control Negative Emotion’ on page 400
 - From ‘Temperament’ on page 403 until ‘The Role of Temperament in Children’s Social Skills and Maladjustment’ page 408
 - From ‘Culture and Children’s Emotional Development’ on page 415 until ‘Understanding the Causes and Dynamics of Emotion’ on page 418
 - Chapter Summary

- **CHAPTER 11**
 - From the beginning of the chapter (on page 425) until ‘The Self in Childhood’ on page 441
 - Chapter Summary

- **CHAPTER 14**
 - From the beginning of the chapter (on page 553) until ‘Piaget’s Theory of Moral Judgment’ on page 555
 - From ‘Prosocial Behavior’ on page 568 until the end of page 573
 - From ‘Antisocial Behavior’ on page 578 until ‘Consistency of Aggressive and Antisocial Behavior’ on page 580
 - Chapter Summary