

**PSY BC 1127 and 1129
Developmental Psychology
Spring 2007**

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Office hours: Monday 4:15-5:30, or by appointment.
Class Lecture: MW 2:40-3:55, Milbank 405
Labs: T 1:-4:00 or W 9:00-12:00, Milbank 410

Readings:

How Children Develop, 2nd Edition by Siegler, DeLoache, & Eisenberg. Worth Publishers, 2006.
This text is available at Labyrinth bookstore, 526 West 112th Street.
Additional readings, generally journal articles, will be posted on the CourseWorks website.

Course Objectives:

Developmental Psychology examines the changes we undergo as we age. In this course, we will consider development from conception, through childhood, into adolescence. At each stage, we will examine physiological, cognitive, and social development, and their interaction. We will discuss what research has revealed about the development of human behavior and thought, and will consider the theories available that help us understand the changes that have been observed.

Students enrolled in the laboratory course will have the additional opportunity to learn directly how research in child development is conducted. You will be making observations of young children in the Barnard Toddler center in Milbank Hall, and you will experimentally examine specific aspects of their development. In addition, you will develop your skills at writing a scientific research paper.

Grading and Expectations:

There will be three exams. The exams will not be cumulative; they will cover the material of the most recent topic sections. The exams will include a combination of short answer and multiple choice questions. These will be drawn from the readings and from the class lectures, videos, and discussions. For the lecture portion of the course, the first two exams will each be worth 30% of your grade, and the final will be worth 40%. For students in the lecture course only (1129), these exams will constitute your final grade.

For students enrolled in the laboratory course (1127), the above will constitute 2/3 of your grade; the additional one third will be determined by your grade in the laboratory component of the course. It is not an option to take the lab only, or to drop the lab and remain in the lecture portion of the course.

To compute your final grade:

Lecture grade (for 1127, 2/3 of grade)

Exam 1	30%
Exam 2	35%
Exam 3	35%

Class meetings and topics are listed below. Be sure to complete the assigned readings *before* coming to class.

Date	Topic	Chapter to read
Jan 17 Wed	Syllabus distribution, assignment to labs	
22 Mon	Thinking developmentally	1
24 Wed	Developmental research methods	1
29 Mon	Comparing ages and cohorts	
31 Wed	From zygote to newborn	2
Feb 05 Mon	External effects on early postnatal development	articles
07 Wed	Early reflexes and motor development	video
12 Mon	Motor development	5: 184-194
14 Wed	Exam 1	
19 Mon	Theories of cognitive development	4
21 Wed	More theories of cognitive development	4
26 Mon	Infant learning and cognition	5: 194-209
28 Wed	Early language: babbling and first words	6
Mar 05 Mon	The development of grammar	6
07 Wed	Atypical language development	articles
12 Mon	Spring break	
14 Wed	Spring break	
Mar 19 Mon	Emergence of concepts and categories	7
21 Wed	Theory of mind	7
26 Mon	Exam 2	
28 Wed	Accommodating atypical development	9: 362-363
Apr 02 Mon	Reading and mathematics	8: 316-329 + article
04 Wed	Theories of social development	9
09 Mon	Achievement motivation	articles
11 Wed	Temperament	10: 391-398 + article
16 Mon	Attachment	11: 414-426
18 Wed	Sex differences in development	15 + articles
23 Mon	The development of gender roles and identity	15
25 Wed	Sleep cycles and maturation	articles
30 Mon	Exam 3	

If I have scheduled a class or exam on a day on which you will be unable to attend because of a religious observance, please speak to me early in the semester, so we can make alternative arrangements. Also, if you require accommodation for a specific disability, please inform the Office for Disability Services, and speak with me by the close of the second class meeting.