

PSYCHOLOGY 353: DEVELOPMENTAL PSYCHOLOGY

WINTER 1992

**INSTRUCTOR:** TBA

**REQUIRED TEXTS:** Cole, M., & Cole, S.R. (1989). The development of children. Scientific American Books

Patterson, G.R. (1980) Living with children: New methods for parents and teachers. Champaign, IL: Research Press.

**PREREQUISITES:** Psy 260 & Psy 261

**TOPICS**

**READING**

- I. Introduction and Early Development  
Historical and philosophical roots  
Methods of study  
Prenatal behavior  
The competent infant  
The notion of critical periods  
The notion of readiness  
Orphanages and daycare  
Resiliency and social policy

Chapters 1 - 8

**Exam I: January 31, 1992**

- II. Language and cognitive development

Chapters 9, 10  
13, 14, 17

What youngsters say  
How adults talk to children  
Piaget's theory of intellectual growth  
IQ, achievement, and schooling  
The information-processing approach: Wayfinding

**Exam II: March 5, 1992**

- III. Social development

Chapters 11, 12  
15, 16, 18

Styles of parenting  
Socialization via rewards and punishment  
Child abuse  
Socialization via modelling and reasoning  
Internalization of moral Values

**Book Review: April 2, 1992**

**Exam III: April 18, 1992**

## Assignments:

**Readings:** Please complete the relevant textbook readings before the first lecture on a topic.

**Book Review:** Twenty percent of your grade will be based on your mark on one essay assignment. The topic of the essay is a review of the paperback book by Patterson. The format of the essay is a typed, double-spaced manuscript of 3-5 pages. The Publication Manual of the American Psychological Association (3rd Ed.) illustrates a good format for title pages, margins, references, and other procedures for manuscript preparation. You will be penalized for grammatical and spelling errors. The essay should read well out loud.

Several approaches could be used to present your review, but you must attempt a balanced assessment and analysis of the book. For example, you may criticize the fill-in-the-blank format as simplistic, but what are the advantages of this format for the author's intended audience? Or, you may praise the attempt to apply social learning theory and everyday problems of parenting, but suggest how more cognitive interventions such as reasoning could supplement the application for the older child who teases. Specific illustrations, humor, and anecdote are appreciated.

A current issue of the journal Contemporary Psychology provides examples of the approaches used by advanced students and professionals when they review each other's work.

**Examinations:** Eighty percent of your grade will be based on a distribution of the total of raw scores on three exams. Exam I will be based on lecture topics and readings listed for Part I of the course and will account for 25% of your grade. Exam II will be based on lecture topics and readings listed for Part II of the course and will account for 25% of your grade. Exam III will be based mostly on Part III (about 80%) and will also contain new questions concerning topics covered in Parts I and II. Exam III will account for 30% of your grade. Approximately 60-70% of the questions in an exam will be derived from textbook readings; the remainder of the questions will be derived from lectures.

The dates indicated above are tentative and will be confirmed in class. No provision exists for make-up exams. If for extraordinary reasons you must miss an exam, contact the instructor before the day of the exam in order to make compensatory arrangements. No supplemental final will be given.