Child and Adolescent Psychology
PSYC 2643; Spring 2002

Time: 9:30 - 10:45 Tuesday and Thursday
Location: FA N141

Instructor: Scott Richard Brown, M.S., Ph.D.
Office: Muenzinger E-236
Office Hours: M 9:30-11:00; R 11:00-12:30
Office Phone: (303) 492-1701
(Note: I do not use e-mail at this point. It is always best to meet with me during my office hours. A second option is to contact me at my office phone. In the event that either of these options are not workable, then we can construct another solution, e.g., an appointment.)

Assistant: Eunice Kim
Office Phone: (303) 735-2137
E-Mail: Kimey@psych.colorado.edu
(Note: Ms. Kim only grades quizzes, tests, and worksheets, and maintains the records for the course. She will not be handling questions about course content. Any questions about course content should be directed to the instructor.)

Course Goals:

In this course, students will be provided an introduction and survey of basic theories, issues, and research regarding child and adolescent psychology. We will examine development from conception through adolescence and explore the domains of temperament, intelligence, attachment, parent and peer relationships, the self concept in early and middle childhood, and adolescent identity.

Our central focus will be on normative processes. The four core concepts of developmental psychology will be elaborated and applied to each period of development. These four core concepts include:

(1) the question of continuity versus discontinuity.

(2) the nature-nurture debate and the relative contributions of genes and environment to development.

(3) opinions regarding critical and sensitive periods in development.

(4) the issue of differences between individuals.

The purpose of the course is to provide a framework that will serve students who wish to further study and apply child and adolescent psychology to their roles as parents, educators, clinicians, and policy makers/advocates. It is assumed that students enrolled in the course have mastered introductory general psychology.
Lesssons and Text:

My goal is for the class lectures, work sheets, quizzes and text to complement one another in providing information and explanation.

The lecture and text will take a period-by-period or cross sectional approach to concepts and facts about child and adolescent psychology. For example, the second portion of the course will focus on infancy, while the third portion of the course will focus on early and middle childhood, and the fourth portion of the course will focus on adolescence. You are responsible for mastering all material from the lectures and in the text. The schedule of the material to be presented and read is presented under "Outline and Schedule."


Course Outline and Schedule:

(1) The initial portion of the course will center on basic issues of child and adolescent development. We will review the historical context of the developmental perspective, issues and examples regarding stage development versus continuous development, the topic of sensitive or critical periods, and the nature-nurture debate. Prenatal development will complete this section of the course.

Reading Assignments:

Chapter 1 provides a background on the theories of child and adolescent psychology and an overview of developmental research methods. Chapter 2 is core reading for the issues of genetic foundations and environmental contexts of development. Special attention should be paid to the material on the relationship between heredity and the environment; no attention will be paid in the course to the topic of reproductive choices.

The pre-, peri-, and post-natal periods are detailed in Chapters 3 and 4.

No exam will be administered for this portion of the class. Instead, a set of take-home worksheets and in-class quizzes will be administered to students.

(2) In the second portion of the course, core topics in infancy will be introduced. Herein, we will examine the idea of bio-social-behavioral shifts and the processes and changes that account for the shifts observed in infancy. Perceptual-motor development, infant cognition, and attachment and the sense of self will be discussed in this section of the course.

Reading Assignments:

Readings will be somewhat out of order in this section of the course as I will move between three different chapters to present the data related to bio-social-behavioral shifts.

The assigned readings are Chapter 5, 6, and 7 to be covered in a 3-week span.

Exam 1 will be administered on Thursday, March 7, 2002.
(3) Early and Middle Childhood: In the third section of the course, we will address the outgrowths of symbolization: language development and pretend play. This section focuses heavily on preoperational and concrete operational thought and information processing as it relates to the development attention and memory. This section focuses heavily on styles of childrearing and peer relationships. We will address self-concept and self-esteem. In the event that we have the opportunity, we will also address child abuse, gender typing, and both prosocial and aggressive behavior.

Reading Assignments:

Chapters 9 and 12 address cognitive development with a focus on Cognitive-Developmental theory, although language acquisition and pretend play are also addressed in these chapters.

Chapters 10 and 13 address emotional and social development. As we probably will not be able to address emotional understanding or emotional regulation in the context of lecture, I suggest that these be a focus of your study of the text.

Exam 2 will be administered on Thursday, April 11, 2002.

(4) The fourth portion of the course will address adolescence. The processes and consequences of puberty will be covered. Next, we will focus on formal operational thinking. The final topics in the course will be identity, family relationships, and dating/sexual relationships. I will attempt to address the role of attachment in adolescent psychopathology.

Reading Assignments:

Chapter 14 is a presentation of the facts of puberty and both some normative and extreme psychological consequences of puberty.

Chapters 15 and 16 present the kinds of information on cognitive development, parent-child relations, romantic relationships, and identity formation that we will be discussing in lecture.

Exam 3 will be administered on Monday, May 6, 2002, 10:30 am - 1:00 pm. Note: This exam follows the Final Exams Schedule.

Individual Needs and Accommodations:

This University abides by Section 504 of the Disabilities Act of 1973 which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap."

In the event that you have specific physical, psychiatric or educational disabilities that may impact your work in this class and require accommodations, let me know by the end of the second week of classes so that your needs can be accommodated. You will need to provide documentation of your disability to the Disability Services Office in Willard Hall (room 322; phone (303) 492-8671).

Any further requests for special accommodations for assignments or exams must be presented to me no later than one week prior to the assignment/exam. Accommodation of these requests will be at my discretion.
Quizzes and WorkSheets:

Throughout the semester, 3 quizzes will be administered. Quizzes may be multiple choice, matching, or brief essay. At points in the class we will be watching audio-video tapes of children and adolescents. Thus, for a quiz, you may be shown sections of tape and asked how what you observed demonstrates one or another point or pattern of development. Quizzes will be worth

I will also periodically assign worksheets, 7 in total. These worksheets will require you to make connections between different topics that we cover in the lecture or the text or analyze a developmental task (e.g., the physical and intellectual abilities involved in eating a cookie). These will be "homework" assignments.

There will be 3 quizzes and 7 worksheets. Your lowest quiz grade will automatically be dropped. Your two lowest worksheet grades will automatically be dropped. Thus, you will have grades for two quizzes, each worth 25 points, and 5 worksheets, each worth 10 points. Altogether, quizzes and worksheets will count for 100 points.

There can not be make-up assignments for quizzes or work sheets that are not completed during class (quizzes) or by the due date (worksheets).

Exams:

Each exam will incorporate material that is presented in the lectures and text. My exams tend to require both core knowledge and conceptual understanding. Memorization is not sufficient.

There will be three exams in total. Two of these exams will occur during a class period. The third exam will occur during the finals rotation. Exams are not cumulative. Each exam will consist of 50 true-false or multiple-choice questions. Each question will be worth one point. Thus, all together, exams will be worth 150 points.

I do not drop grades from exams as I hold each domain or period of development to be equally important. However, I allow each student to do a make-up exam - one time and one time only. You may do so under two circumstances:

1. You miss an exam due to your own illness or family crisis and provide written verification of the problem (e.g., doctor's note or death certificate).

2. You miss an exam due to a sports/arts conflict and provide written verification of the event in advance from your coach or director (or equivalent).

Under either of these circumstances: (a) you must make an arrangement with the instructor to take the make-up exam; (b) any make-up exam must be submitted no later than 2 weeks from the day and time of the original exam.

It is not possible to do a make-up exam for the third exam, which is held during the finals rotation.
Grading:

Course grades will be based on the three exam scores (150 points), two quiz scores (50 points) and the 5 worksheet scores (50 points). This is a total of 250 points.

Grades will be assigned on a percentage basis. However, instead of assigning grades on the basis of raw scores, grades will be assigned according to reference scores, which will be determined by the performance of the students in this class. To calculate reference scores, the grades of the top 5% of the class will be averaged. With 150 students in a class, the top 5% of the class is represented by the highest 7 or 8 scores on an assignment or exam.

As an example of the reference score system, let us say that the scores are 48, 48, 45, 44, 44, 44, 42 on a 50-point exam. The reference score is equal to the mean or average of these scores. In our example the mean is calculated by dividing the sum of these scores (315) by the number of scores (7). Thus, the mean is 45 points or 90%.

A comparison of the two grade systems is provided:

<table>
<thead>
<tr>
<th>Raw Score Grade (based on 100%)</th>
<th>Reference Score Grade (based on 90%)</th>
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<tbody>
<tr>
<td>A  93-100</td>
<td>A  83-90 (100)</td>
</tr>
<tr>
<td>A- 90-92</td>
<td>A- 80-82</td>
</tr>
<tr>
<td>B+ 87-89</td>
<td>B+ 77-79</td>
</tr>
<tr>
<td>B  83-86</td>
<td>B  73-76</td>
</tr>
<tr>
<td>B- 80-82</td>
<td>B- 70-72</td>
</tr>
<tr>
<td>C+ 77-79</td>
<td>C+ 67-69</td>
</tr>
<tr>
<td>C  73-76</td>
<td>C  63-66</td>
</tr>
<tr>
<td>C- 70-72</td>
<td>C- 60-62</td>
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<tr>
<td>D+ 67-69</td>
<td>D+ 57-59</td>
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<tr>
<td>D  63-66</td>
<td>D  53-56</td>
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<tr>
<td>D- 60-62</td>
<td>D- 50-52</td>
</tr>
<tr>
<td>F All scores below 60</td>
<td>F All scores below 50</td>
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</tbody>
</table>

It is possible for the entire class to receive an A; it is also possible that only a few students in the class will receive an A.

Incompletes:

My policy for assigning an "incomplete" follows the University policy. In order to qualify for an incomplete you must meet the following criteria:

a. You must have successfully completed 2/3 of the course. This means that in the event that you do poorly on the first two quizzes, first 4 worksheets, and first two exams, I can't give you an incomplete, even though you may have a valid and documented illness or crisis.

b. You must make your request for an incomplete in a timely manner. If you are ill, injured, hospitalized, or called away from the campus during the semester, then it is your responsibility to notify me within two weeks of the event. Notification must be in writing.

c. Under no circumstances will an incomplete be given to a student who is passing the course, but wishes to have extra time in order to improve his or her grade.

d. Under no circumstances will an incomplete be given to a student after the final examination has been administered.