

Department of Psychology  
Michigan State University  
Psychology 244, Section 002H  
Developmental Psychology: Infancy Through Childhood

Fall, 2023

***Class Meeting Times:*** Mondays, Wednesdays, 12:40 – 2:00 p.m.

***Place:*** 120 Psychology Building

***Instructor:*** Lauren J. Harris

***Office:*** 217 Psychology Building

***Office Hours:*** Mondays, 3:00 – 5:00 p.m; Thursdays, 12:00-2:00 p.m. You also are welcome to come by at other times. If I'm in the office and free, I'll be happy to meet with you.

***Telephone:*** (517) 353-0792

***e-mail:*** [HarrisL@msu.edu](mailto:HarrisL@msu.edu)

***Attendance Policy***

Classes begin promptly at 12:40 and end at 2:00. Each of the 11 topics scheduled for presentation will span more than a single lecture, with one lecture building on the next. To best understand the material, it is best to attend every class, and be sure not to miss the first one, which is designed to frame the rest of the course.

***Arriving late or leaving early***

If you are late for class, please enter from the back of the classroom and then look for a seat in the back and near (or if possible at) the end of the row. That way, you won't have to walk in front of other students, which can be distracting to them and to me.

If, for some special reason, you must leave early, please tell me ahead of time. Then, find a seat toward the back of the classroom and near (or if possible at) the end of the row. That way, again, you won't have to walk in front of other students.

***Questions, Comments, and Discussion***

During lectures, I want to allow for questions and discussion. For those students who wish, I also will stay after class.

***Food, Drink, Electronic Devices***

During class, feel free to drink the (non-alcoholic) beverage of your choice, but no food, please. If you bring a cellphone to class, please turn it off so there will be no disruptions or distractions for you or anyone else. The same goes for iPods, iPads, laptops, and other electronic communication devices. Before class, if you have calls to make or text messages to send, please do so before entering the classroom.

## ***Required for Purchase***

### ***1. Text***

Ross D. Parke & Mary Gauvain, *Child Psychology: A Contemporary Viewpoint*. Available at area bookstores (*College Book Store, International Center Book Store, Student Book Store*)

### ***2. Lecture Outlines and Guided Notes***

On sale at Student Book Store, 421 East Grand River Avenue, East Lansing (517-351-4210). This is a set of outlines and, in some cases, supplementary guided notes for the class lectures. Most of the pages have ample space for you to add your own notes from lectures as well as from the text. The outlines and notes will be available for sale by August 24 and will cost \$27.49. Included in the cost are outlines and notes for Topics I-IV for the first week of class, which will be distributed in class on the first day, Monday, August 28.

To make it easier to use the Lecture Outlines and Notes, whether in class or at home, all pages are printed one-side-only and with a 3-hole punch so that you can place them in a 3-ring binder. Counting other documents to be distributed, I recommend one large enough for about 200 pages. I also recommend that you bring the binder to class on the first day.

## ***Basis for Evaluation***

### **1. Examinations**

**Number:** There will be two examinations, a midterm on Wednesday, October 18, at the regularly-scheduled time, and a final on Tuesday, December 12, from 12:45 to 2:45. For the final, note the change in day of the week, starting time, and the extended time. Both examinations will be in our classroom, Room 120 Psychology.

**Content and Format:** Each examination will cover material (lectures and textbook assignments) for only that part of the course. For the final, however, you also will be responsible for all general concepts, principles, and definitions covered to that point, since they will continue to be relevant. Each examination will consist of 70-75 multiple-choice and true-false questions along with a take-home question. For the midterm exam, the take-home question will be sent to you by e-mail 2 weeks before the in-class exam; your answer must be turned in on the day of the examination. For the final exam, the take-home question again will be sent to you two weeks before the in-class exam; your answer, however, must be turned in on the last day of class. Each exam will count 35% toward your final grade. I haven't yet decided on the point totals for the take-home questions, but each probably will be 7 to 8 points.

**Study Guide.** At least two weeks before each examination, a Study Guide will be sent to you it as an attachment to an e-mail (and posted on D2L). It will include short-answer questions, each of which can be made into a multiple-choice or true-false question. If you can answer them,

you will be well-prepared for the examination itself, which will consist of questions drawn from this set. Examples of multiple-choice and true-false questions will be provided. The Guide will be in a Word document to let you adjust the spacing. That way, you can print it after typing your answers in as much detail as you wish directly into your computer, or you can print it first and then write your answers in longhand. If you type your answers, be sure to copy the Guide onto your hard drive once you begin working on it, and be sure to make a back-up copy.

**Note:** after answering the questions on the Guide, you may bring a printed copy to the examination to use in any way you see fit, but you may bring *only* the printed copy, with your typed or hand-written answers; that is, you may not open and use the version in your computer.

**Reviewing Exam Results.** After reviewing the scores from the Test Scoring Office, I will instruct the Office to send them to you. They will list your answers to each question. If you wish, you may go over your results during my office hours or at other times by appointment. I will have a copy of your test booklet and Scantron form, so be sure to bring your score sheet with you to use in reviewing your results.

**Make-up Examinations:** The *only* acceptable reasons for not taking either examination at the regularly-scheduled time are illness, observance of a religious holiday, a family emergency, or a test schedule conflict (the last applies only for the final examination). You must have a valid excuse to be eligible for a make-up examination. Make-up examinations will be administered at a time to be arranged. Please note: vacations or family trips do *not* qualify, so if you are planning such a trip at any time, before making your travel plans, make sure they do *not* conflict with the dates scheduled for the examinations, and if someone else has made travel reservations on your behalf, make sure that person *knows* and *abides* by your schedule.

## 2. Term Paper

There is a term paper for this class, which counts 30% toward your final grade. Its goal is to help you 'connect' with the material in class in a personal way by having you interview your parents or other sources to find out what you were like as an infant and child and then to write a report in the form of an autobiographical essay. A description of the assignment will be sent to you later. As will be explained in the description, the paper will not be evaluated in the usual way. That is, it will not be based on *what* you report but, rather, on my impression that you took the assignment seriously, made a good-faith effort to find and interview sources, covered the required number of topics (you will have your choice from those listed) and at least some of the questions for each of those you choose, followed the instructions by presenting the information in a narrative form and in the format required, and did a good job proof-reading your paper before turning it in. If you do all that, you should receive full credit.

**Due date:** The paper is due on Wednesday, November 22, and must be turned in *at the end of class*. Papers will not be accepted at the beginning of class or if sent electronically at any time.



### ***Point Distribution for Determination of Final Grade***

|                      |            |
|----------------------|------------|
| Midterm Examination: | 35 percent |
| Final Examination:   | 35 percent |
| Term Paper:          | 30 percent |

Determination of final grades will be based on a distribution of the percentage of total possible points on the examinations. Final grades will be based on the following distribution:

|         |              |
|---------|--------------|
| 90-100  | percent: 4.0 |
| 85-89.9 | percent: 3.5 |
| 80-84.9 | percent: 3.0 |
| 75-79.9 | percent: 2.5 |
| 70-74.9 | percent: 2.0 |
| 65-69.9 | percent: 1.5 |
| 60-64.9 | percent: 1.0 |
| < 60    | percent: 0.0 |

### **How the calculations will be made**

If, for example, the total point values for the midterm and final exams (combining Scantron and take-home questions) are 80 and 82, respectively, where each exam is worth 35%, and your combined scores on the exams are 63 and 69 and you score 100% on the term paper, your final point total will be 87.01, corresponding to a grade of 3.5 on the scale. The figures below show how the calculations will be made.

$$\text{Midterm: } 63/80 = 78.75\% \quad \times .35 = 27.56$$

*plus*

$$\text{Final: } 69/82 = 84.15\% \quad \times .35 = 29.45$$

*plus*

$$\text{Paper: } 100/100 = 100\% \quad \times .30 = 30.00$$

$$\text{Total} = 87.01 \text{ (grade} = 3.5)$$

**Information from the Office of the University Ombudsperson  
to be included in course syllabi**

**Academic Honesty:** The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities ([SRR](#)) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in [General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations.](#)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage.](#))

**Inclusive Environment.** MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-Discrimination Policy ([https://www.hr.msu.edu/policies-procedures/university-wide/ADP\\_policy.html](https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html)) and Policy on Relationship Violence and Sexual Misconduct (<https://civilrights.msu.edu/policies/rvsm.html>). If you experience or witness acts of bias, discrimination, or harassment, please report these to OIE: <http://oie.msu.edu/>.

**Limits to Confidentiality:** Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the MSU Police Department) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

**Accommodations for Students with Disabilities:** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored. If you require testing accommodations (e.g., additional time.) you must contact me and present your VISA *at least two weeks before the exam date* to schedule an alternative exam. (Typically, I will arrange for you to take the exam in my office or in another room in the Psychology Department. Alternatively, you may be able to take your exam at the RCPD office. In either case, it must be scheduled well in advance, so you must adhere to the two-week prior notification requirement.)

**Disruptive Behavior:** Article 2.III.B.4 of the [Student Rights and Responsibilities \(SRR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [SRR](#) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action."



## Lecture Topics, Textbook Reading Assignments, and Examination Dates

**Note:** separate lectures are scheduled for only 11 of the 15 topics listed in this syllabus; the remaining topics will be integrated into other lectures. Textbook readings are assigned for all topics. Topics will be covered in the order shown below, but the dates assigned to each topic may vary, depending on the pace of lectures. What is certain are the dates of the midterm and final examinations as well as the topics to be covered in each examination. For certain topics, brief videos will be shown. The URLs are listed in the “video” version of this syllabus, which will be sent to you as an e-mail attachment, so that, if you wish, you can watch them again after class. The “video” version also will include URLs for other videos for you to watch as you wish.

**Important Dates:** See the last page of the syllabus for a list of important dates.

### AUGUST

- 28 Monday I. Introduction; overview of course, tests, writing assignment, and other requirements  
*Text: Preface (pp. xvii - xxx), Epilogue (pp. 579-581)*
- II. History of the Study of Development  
*Text: Chapter 1*
- 30 Wed. III. Theoretical Perspectives, Themes, Questions, and Issues
- IV. Research Methods and Design  
*Text: Chapter 1*

### SEPTEMBER

- 4 Monday University Holiday (Labor Day)
- 6 Wed. I-IV Introduction, History, Theoretical Perspectives, and Research Methods and Designs, continued
- V. Conception, Prenatal Development, Prenatal Influences; Heredity and the Environment (no lecture scheduled on this topic; instead, do the assigned reading for background; some of the material then will be presented as it becomes relevant to other topics in the course)  
*Text: Chapters 2-3*
- VI. Development of the Brain and Nervous System: General Principles (no lecture scheduled on this topic; instead, do the assigned reading for background; some of the material will be presented as it becomes relevant to other topics in the

course, beginning with Topics VI (Sensory and Perceptual Development) and VII (Physical Development)

*Text: Chapter 5 (pp. 142-143; 146-152; also see Summary, p. 175)*

*Guided Notes (pp.27-45).*

11 Monday VII. Development of Sensory and Perceptual Skills, Vision, Audition, Taste, Smell, Touch.

13 Wed. VII. Development of Sensory and Perceptual Skills, cont.

*Note: Rosh Hashanah begins at sundown, Friday, Sept. 15, and ends at sundown on Sunday, September 17, so it will not overlap with our class. For students who plan to observe the holiday out-of-town and won't be back in time for class on Monday, please let me know in advance so that, if you like, we can schedule a make-up lecture.*

18 Monday VIII. Physical Growth and Maturation  
*Text: Chapter 5 (Turning Points, pp. 144-145; text, pp. 158-174; also see Summary, pp. 175-177)*

20 Wed. VIII. Physical Growth and Maturation, cont.

25 Monday IX. Motor Development  
*Text: Chapter 5 (Turning Points, pp. 144-145; text, pp. 152-157; also Fig. 5-10, p. 158)*

*Note: Yom Kippur begins at sundown, Sunday, September 24, and ends at sundown on Monday, September 25, so this time it will overlap with class. Again, for students who plan to observe the holiday, please let me know in advance so that, if you like, we can schedule a make-up lecture.*

27 Wed. IX. Motor Development, cont.

## **OCTOBER**

2 Monday IX. Motor Development, cont.

4 Wed. IX. Social-Emotional Development and the Origins of Social Attachment  
*Text: Chapter 6; Chapters 11-12*

9 Monday X. Social-Emotional Development, cont.

11 Wed. X. Social-Emotional Development, cont.

16 Monday X. Social-Emotional Development, cont.



18 Wed. **Midterm Examination** on all lectures and reading assignments for Topics I-X except for material on autism, which will be the topic of the first lecture after the examination.

**Take-Home Question:** turn in with Scantron form.

23 Monday **No class: University-scheduled Break Day**

25 Wed. X. Social-Emotional Development, cont.: The origins and treatment of autism

30 Monday XI. Language and Communication  
*Text: Chapter 7; also read Chapter 8 (pp. 305-306) on role of language in Vygotsky's socio-cultural approach to the study of cognitive development*

## NOVEMBER

1 Wed. XI. Language and Communication, cont.

6 Monday XI. Language and Communication, cont.

8 Wed. XII. Language and Communication, cont.

13 Monday XII. Cognitive Development.  
*Text: Chapters 8-9. Also re-read Chapter 4 (pp. 135-137) on memory in infants*

15 Wed. XII. Cognitive Development, cont.

20 Monday XII. Cognitive Development, cont.

22 Wed. XIII. Intelligence and Intelligence-Testing (depending on time, there may not be a separate lecture on this topic)  
*Text: Chapter 10; re-read Chapter 2 on Heredity-Environment Interactions (pp. 55-60) and on Heredity, Environment, and Individual Differences (pp. 60-67)*

27 Monday XIV. Sexual Differentiation and the Development of Psychological Sex-Related Differences  
*Text: Chapter 13. Also read Chapter 2 (pp. 42-43, 50-51); Chapter 5 (pp. 170 - 174; also see Fig. 5-2, p. 143); Chapter 6 (p. 186), Chapter 12 (pp. 441-442, 449-450)*

**Term Paper: turn in at end of class**

29 Wed. XIV. Sexual Differentiation and the Development of Psychological Sex-Related Differences, continued

**DECEMBER**

- 4 Monday      XIV.    Sexual Differentiation and the Development of Psychological Sex-Related Differences, continued
- 6 Wed.        XIV.    Sexual Differentiation and the Development of Psychological Sex-Related Differences, continued
- XV.    Morality, Altruism, and Aggression (**no lecture scheduled on this topic, but some of the material will be incorporated into Topics XII, XIII, and XV**)  
*Text: Chapter 14)*
- Take-Home question for Final Exam: turn in at end of class**
- 12 Tues.      **Final Exam: 12:45 – 2:45 p.m. Note change in day and times**  
The final examination covers all lectures and textbook readings assigned on Topics XI-XV only, but you will continue to be responsible for *general* concepts, principles, and definitions covered to date. The exam will be in our classroom.

### **Use of Social Media Derived from the Classroom**

In 2014, the Steering Committee of the Michigan State University Academic Governance charged an Ad Hoc Committee to examine Social Media and Pedagogy: Rights and Responsibility to survey best practices across the university and to offer suggestions for addressing a variety of interests as well as the means to engage social media in a civil and collaborative fashion. The Ad Hoc Committee prepared a report that included proposed language regarding the use of social media in the classroom. The Steering Committee has recommended that instructors incorporate the language into class syllabi. The following is the language proposed:

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

1. Students may record lectures but may use the recordings only for their own course-related purposes.
2. Students may share the recordings with other students enrolled in the class, but those students, likewise, may use the recordings only for their own course-related purposes.
3. Students may *not* post the recordings or any other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, without the advance written permission of any students whose voices are included in the recordings.
4. Any student violating the conditions described above may face academic disciplinary sanctions.



### Important Dates

**August 28, Monday**

**Classes begin**

*September 1, Friday, 8 p.m.*

*Last day of open add period*

**September 4, Monday**

**Labor Day Holiday**

*September 21, Thursday, 8 p.m.*

*Last day to drop class with refund*

**October 12, Wednesday**

**Receive Take-Home Question for Midterm Exam (due on October 18)**

*October 16, Monday, 8 p.m.*

*Last day to drop class with no refund and no grade reported*

**October 18, Wednesday**

**Midterm Exam**

**Take-Home Question: turn in with Scantron on test day**

**October 23, Monday**

**University-scheduled Break Day**

**November 22, Wednesday**

**Term Paper: turn in at end of class**

**Receive Take-Home Question for Final Exam (due on December 12)**

**November 23-24, Thursday, Friday**

**Thanksgiving Holiday**

**December 6, Wednesday**

**Take-Home Question for Final Exam: turn in at end of class**

**December 12, Tuesday**

**Final Exam, 12:45-2:45 (in 120 Psychology)**

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**Addendum to Syllabus for Psychology 244, Section 002H, Fall, 2023**

All of you are probably familiar with the increasing use of AI (Artificial Intelligence) tools such as ChatGPT and DALL-E for a variety of purposes, including school projects. You also may be familiar with the controversy arising from its use. In the last several months, faculty and administrators at MSU have had many discussions about its use for class purposes. Some may choose to allow it; others may choose to allow it only under special circumstance (for example, for certain projects only or for certain parts of those projects); and still others may choose not to allow it under any circumstances. My decision in this class is the last: not to allow its use under any circumstances or for any purposes, whether it is for answering the take-home question for each examination or for writing the term paper. I have come to this decision for three reasons: first, of course, the work will not be your own; second, and relatedly, not being your own, you will gain no intellectual benefit from the work – the hard work – of writing; and third, since I will comment on what you have written and how you have expressed yourself, I don't want to waste my time commenting on something written by AI. So please do yourself (and me) a favor: do the writing yourself – and *for* yourself. You'll be the better for it!