

**Child Development**  
University of San Francisco  
Mondays, Wednesdays, & Fridays 11:45 to 12:50pm  
Lone Mountain 365

**Instructor:** Pi-Ju (Marian) Liu

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**Office location:** Kalmanovitz G43

**Office hours:** Mondays & Wednesdays 1:00 to 1:30pm, or by appointment

**Office phone number:** (415) 422-2617

**How to reach me:** I am most easily reached via the inbox function on Canvas or email at [pliu11@usfca.edu](mailto:pliu11@usfca.edu); nonetheless, please allow a minimum of 48 hours for a response.

**Description of the course:**

Physical changes from infancy to adolescence are plain to see, but psychological advancement is as fascinating during this period of time. Child Development is a four-unit course focuses on areas of development, including cognition, social understanding, and physical behaviors. This course emphasizes theories and research and incorporates discussions of diversity and application. Topics will be categorized under cognitive, psychosocial, and physical development, and will be reviewed in a chronological order from prenatal development, infancy, childhood, to adolescence. Students must have successfully completed General Psychology (minimum grade of C for Psyc 101 or its equivalent taken elsewhere) before taking this course. Additionally, students in this course are expected to communicate their thoughts and ideas in writing at a level commensurate with a USF undergraduate course.

**Learning outcomes of the course:**

This course will introduce students to major concepts, research, and findings relevant to child development. Specifically, at the completion of this course, student are expected to:

1. Demonstrate knowledge of the basic concepts in developmental psychology, including cognitive, socio-emotional, and physical changes across infancy and adolescence.
2. Demonstrate an understanding of developmental theories, including similarities and differences.
3. Describe major experimental paradigms in child development.
4. Understand the role of research in developmental psychology, including recent psychological findings in the field.
5. Apply knowledge and understanding to make recommendations for child-focused programs or/and policy.
6. Communicate responsibly and effectively using scientific evidence.

These outcomes will be measured by performance on the course requirements indicated below.

**Required readings:**

1. Hauser-Cram, P., Nugent, J. K., Thies, K. M., & Travers, J. F. (2014). *Development of Children and Adolescents (1<sup>st</sup> ed.)*. NJ: Wiley. (Hard copy ISBN: 978-0-470-40540-6; Binder ISBN: 978-1-118-76764-1; E-Text ISBN: 978-1-118-80061-4)
2. Supplementary readings, including websites, book chapters, or empirical articles, will be posted on Canvas (access from your USF Connect portal, under the Learning Technologies tab). Please check that you can access the course site and contact ITS helpdesk if you have problems. It is the students' responsibility to check course site frequently for updates and announcements.

**Recommended readings:**

1. For research help, read "Psychology Research Help Guide: <http://psychologyresearchhelp.wiki.usfca.edu/Psychology+Research+Home>".
2. *Publication Manual of the American Psychology Association (6<sup>th</sup> ed.)*.

**Course requirements and grading:** Attendance and completion of assignments are required, whether taking the course for credit or auditing. The course grade will be based on the following:

25 pts	5 Class Activities
50 pts	2 Class Activity Papers
50 pts	Movie Paper
50 pts	Exam I
50 pts	Exam II
50 pts	Exam III

**5 Class Activities:**

Regular attendance is important and absences can adversely affect grade outcomes. After all, you will not be able to complete required class activities without being present (5 points each). Class activities will include group discussion sessions and "Child & Mommy Conversations" throughout the semester!

**2 Class Activity Papers**

The scheduled tentative due dates for the 2 papers are **within two weeks after each class activity**. You will identify a research question after the class activity, find a peer-reviewed article to answer your question, summarize the findings, and conclude with your thoughts. Your paper should be typed, double-spaced in APA format, and about 2 pages long excluding the title page. You need to turn in a hardcopy of your assignment at the beginning of class on the date when this paper is due. Also, a soft copy should be turned in via Canvas. Turn-it In will be used to detect potential plagiarism. Please note, late papers will not be accepted. If you will miss class on the due date, please place your paper in my inbox in the psychology department before the due date, and remember to upload your paper via Canvas before the due date.

*Movie Paper:*

The scheduled tentative due date for the movie paper is **May 16 (Saturday)**. This is an individual assignment, meaning students need to complete the paper by themselves. We will watch a movie on child development in class. You will be expected to write a 4 page main-text research report based on 3 peer-reviewed articles in psychology. You will identify a research question after watching the movie, find 3 peer-reviewed articles to answer your question, summarize the findings, compare and contrast the findings, link the studies back to the movie, and conclude with your thoughts. Detailed guidelines for this assignment will be discussed late in class and will be posted on Canvas. Be sure to submit a hard copy, but also upload a softcopy via Canvas. Again, Turn-it In will be used to detect potential plagiarism, and late papers will not be accepted.

*Exams:*

There will be 3 in-class exams. Make-up exams will only be given in extraneous circumstances (e.g., death of a family member, serious illness). Please see the tentative schedule for exam days and time.

- Each exam will consist of 50 multiple-choice questions.
- Exams will not be cumulative.
- Exam questions will consist of materials covered in lectures and the textbook.

*Extra credits (up to 10 maximum):*

You will be given numerous opportunities to earn up to 10 extra credit points. For example, you will be given 2 extra points for coming to my office hours (see below, for your first visit only), or for attending a psychology-related event that I announce in class and writing a 1-page summary for me. I will announce these approved opportunities as they become available (you are welcome to forward these events news to me, so I can announce it as an extra-credit opportunity).

Here is your first potential opportunity to earn 2 extra credit points: Come visit me during my office hours! Write a little something about yourself that may help me get to know you ☺. Be sure to put your name and course number on it so that I can give you extra credit points. You can either come individually or in groups.

*Grading:*

A+ = 97-100%	A = 93-96%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%
F = Below 60%		

Please note, satisfactory performance for any assignment or paper deserves a B. Only work with exceptional performance gets an A.

*Accommodating students with disabilities:* For students requiring extra time or other accommodations related to disabilities, I am happy to help optimize the learning experience in this course. Please provide me with written documentation from Student

Disability Services (SDS) two weeks prior to Exam I (February 23) so that we can arrange for a mutually agreeable alternative for accommodations as needed.

***Class policies:*** I expect students to behave professionally and value other students' right to learn. To limit distractions, please avoid coming late to class, have no food during class sessions, turn off cell phones and smart phones, and leave your laptop in your bag. All written products should be the student's own work. Students should not submit papers that have been written for prior or concurrent courses. In addition, all students should review university policies on plagiarism. Plagiarism is a serious offense, even if unintentional, and is subject to serious sanctions. It is also assumed that you will:

- Attend all classes and arrange to get what you need from others if absent.
- Raise relevant questions and appropriate observations on the topic.
- Participate through reflection on both your relevant professional experiences, as well as your completion of the reading assignments.
- Depend on each other as well as me, for learning.
- Learn and have fun!

***Class attendance:*** All students are expected to attend all class sessions. Please be on-time to class. Late students should enter the classroom quietly and take an available empty seat closest to the entrance. If students need to leave the class prematurely, be sure to inform the instructor before class starts, take the seats closest to the exit, and leave quietly during class. Students are responsible for everything that is covered in the lecture, including announcements of assignments, due dates, and changes in the syllabus. You will need to take notes, but you are expected to use something other than a laptop or other electronic device to do so. If you prefer to take notes on any electronic devices, please come see me for permission prior to taking notes on your laptop (or other electronic devices). If you are unable to come to class, please arrange to get lecture notes from fellow students. If you are a student athlete or have to participate in department or university events (Psi-Chi, march band) and will miss class sessions, please provide written documentations from appropriate authority for each of the class session before that session takes place. Absence of family emergency or sick leave will also need proper documentation submitted right after you are back on campus. Missing classes with no written documentation will affect your grade.

***Cell phone and other electronic device use:*** Cell-phones and smart-phones use are prohibited in the class. Please turn off any ringing or beeping electronic device before class starts. Students are expected to take notes without a laptop. If students need to take notes with a laptop due to special needs, please advise the instructor. If students are found checking emails or browsing websites unrelated to the class, class-activity grade will be affected, and the privilege of laptop use will be reprimanded.

***Disruptive behaviors:*** Please do not carry on a personal conversation during class. Chatting with other students is distracting, and highly disrespectful to fellow students' right to learn. A student responsible for continual disruptive behavior may be required to

leave class pending discussion and resolution of the problem. As an instructor, I reserve the right to drop students for inappropriate behaviors.

*Appeal to re-grade:* If you believe that your paper or exam has been misgraded, please write a paragraph and submit the paragraph as well as your original paper or exam to the instructor in a week. The paragraph should include explanation and arguments on the part that had been misgraded. The instructor will review your assignment again, and assign an appropriate grade. Please note, the new grade can stay the same, go up, or even be lower than the original grade.

*Academic honesty:* The following pledge shall be written and signed by each student upon completion of every assignment and examination: “I have neither given nor received aid on this assignment and I have completed it as specified.” Written work you submit must reflect your own work and completely indicate with citations material that came from another source. Any paper that fails to do so will receive a failing grade. “Plagiarism is a most serious offense in academia, subject to severe sanctions, including expulsion from school. Ignorance is no excuse, so it is important that you know what plagiarism is & how to avoid it. Plagiarism is presenting words or ideas of another without giving appropriate credit. Even if plagiarism is unintentional, it is still a serious breach of ethical standards in academia, and the plagiarist is subject to sanctions. The most obvious form of plagiarism is when exact words are taken from someone else’s work and presented without a proper citation. Less obvious, but still plagiarism, is when ideas are taken and used without proper citation. Even if the work of another is paraphrased into your own words, you must cite the original source. Exact words must be enclosed in quotation marks and a citation given. If you draw material from a secondary source, you must cite both the original writer and the author of the secondary source. See the *APA Publication Manual* for detailed examples of proper citation format.” (abstract from <http://www.cgu.edu/pages/903.asp>)

### Tentative Schedule of Topics and Readings

**1. January 26, 28, & 30**

– **A Child's Journey (Chapter 1)**

\*\*\*Review syllabus by January 28.\*\*\*

\*\*\*Turn in personal information sheet on Canvas by January 30.\*\*\*

**2. February 2 & 4 & 6**

– **Biological Foundations of Child Development (Chapter 2)**

– **Prenatal Development (Chapter 3)**

**3. February 9 & 11 & 13**

– **Birth and the Newborn (Chapter 4)**

– **Cognitive Development in Infancy and Toddlerhood (Chapter 6)**

**4. February 16 & 18 & 20**

– **Cognitive Development in Early Childhood (Chapter 9)**

\*\*\*Class does not meet on President Day (February 16).\*\*\*

**5. February 23 & 25 & 27**

– **Cognitive Development in Middle Childhood (Chapter 12)**

**6. March 2 & 4 & 6**

– **Cognitive Development in Adolescence (Chapter 15)**

**7. March 9 & 11 & 13**

– **Exam I**

– **Psychosocial Development in Infancy and Toddlerhood (Chapter 7)**

\*\*\*Exam I is on March 9 from 11:45 to 12:50pm, including chapter 1, 2, 3, 4, 6, 9.\*\*\*

**8. March 16 & 18 & 20**

– **Spring Break**

\*\*\*Class does not meet this week.\*\*\*

**9. March 23 & 25 & 27**

– **Psychosocial Development in Early Childhood (Chapter 10)**

**10. March 30 & April 1 & 3**

– **Psychosocial Development in Middle Childhood (Chapter 13)**

\*\*\*Class does not meet on Easter Holiday (April 3).\*\*\*

**11. April 6 & 8 & 10**

– **Psychosocial Development in Adolescence (Chapter 16)**

**12. April 13 & 15 & 17****– Exam II****– Physical Development and Health in Infancy and Toddlerhood (Chapter 5)****\*\*\*Exam II is on April 13 from 11:45 to 12:50pm, including chapter 12, 15, 7, 10, 13.****13. April 20 & 22 & 24****– Movie Week****14. April 27 & 29 & May 1****– Physical Development and Health in Early Childhood (Chapter 8)****15. May 4 & 6 & 8****– Physical Development and Health in Middle Childhood (Chapter 11)****16. May 11 & 13****– Physical Development and Health in Adolescence Childhood (Chapter 16)****17. May 16 [SATURDAY]****– Exam III****\*\*\*Movie paper due on May 16 at 12:30pm.\*\*\*****\*\*\*Exam III is on May 16 from 12:30 to 2:30pm, including chapter 16, 5, 8, 11, 16.\*\*\***

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The above schedule is subject to change in case of unforeseen events (e.g., natural disasters), topic shifts (e.g., we decided to spend additional time on certain topics), or students' level of comprehension and mastery of information presented. Readings and due date for papers may also vary given progress in the course. The instructor and the department reserve the right to revise this syllabus, verbally or in writing. Students are responsible for materials indicated above, whether explicitly discussed in class or not. The instructor does not own the copyright of any readings or films shown in class. Readings and films are used for educational purpose only.