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Office Hours: By appointment

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
How does a child’s prenatal environment impact their development? How do young children learn to speak a language or count? This course will serve as an introduction to developmental psychology. We will cover a broad range of topics from prenatal development to peer relations in adolescence. We will discuss developmental theories, past and current findings, and methods used in developmental research. By the end of this course, students will have a broad understanding of child development and the methods used to complete developmental studies.

Textbooks & Readings (Required)
*Use earlier editions with caution as the newest edition contains a lot of updated information.
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more—all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

**Course Objectives**

By the end of this course, students will be able to:

1. Summarize research findings in child development by composing an article critique in which a current article in child development is explained.
2. Critique ideas, arguments, and points of view in the field of child development by assessing critiquing current published work in the realm of child development.
3. Interpret the impact of culture, gender, and age by estimating how much each of these factors impacts children's performance in specific areas of development (e.g., language, morality, emotion, etc.).
4. Demonstrate ethical knowledge pertaining to proper research practices in developmental research by differentiating between appropriate and inappropriate research methods.

**Grading**

The undergraduate grading system is as follows:
- A (4.00), A- (3.67)
- B+ (3.33), B (3.00), B- (2.67)
- C+ (2.33), C (2.00), C- (1.67)
- D+ (1.33), D (1.00), D- (.67)
- F (.00)

The graduate grading system is as follows:
- A (4.00), A- (3.67)
- B+ (3.33), B (3.00)
- B- (2.67), passing but does not count toward degree
- C (2.00), passing but not for degree credit
- F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

**Deadlines and Late Work**

Students are expected to submit assignments on time. The Article Critique will be due at the beginning of the class period on the specified date. Five points will be deducted from the assignment grade for each day that the assignment is late. Therefore, if you submitted your Article Critique two days late, you will automatically lose 10 points on the assignment. Weekly thought questions will not be accepted late.

**Course Assignments**
Required Readings (Learning Objective 1, 2, 3, 4). Students are expected to read the relevant texts from the textbook prior to attending class. Reading before class will allow you to better grasp the information presented in lecture. Students who read prior to class are better able to make connections between the text and the lecture slides.

Weekly Thought Questions (Learning Objective 1, 2, 3). Each week, students will be required to post two thought questions to a discussion board on Canvas. Your thought questions should be related to the readings for the week, but questions may also be related to your experiences outside of class. Weekly thought questions should be posted to the discussion board no later than Tuesday at noon. Your questions are expected to be insightful, and I will do my best to incorporate your questions into the lecture materials.

Weekly Quizzes (Learning Objectives 1, 2, 3, 4). It can be difficult to learn a large amount of information during a condensed summer session. To ease this process, instead of having larger exams, students will be responsible for completing weekly quizzes. Each quiz will include information from the past two lectures and may include short response or multiple-choice questions. The quizzes will be given at the beginning of class on Thursdays and are designed to take ~20 minutes to complete.

Article Critique (Learning Objectives 1, 2, 3, 4). Students will complete a 3-5 page article critique on a recent paper related to child development. The first half of the paper should consist of a summary of the article, including a description of the methods and results. The second half of the paper should include a critique of the author’s work. Think critically – think like a scientist! What would you have done differently? Are there limitations to the current work? In what ways could you follow-up on this work? A grading rubric for the Article Critique can be found on Canvas. Prior to submitting a final draft, students will participate in an in-class peer review session.

Engagement (Learning Objective 1, 2, 3, 4). Engagement points will be deducted for unexcused absences or tardiness. Cell phones should be put away and laptops should be used for note-taking only. All students are expected to read before class and be prepared to discuss course content. In addition, students may be asked to participate in brief, in-class polls or activities.

Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA format. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. See In-Class Participation section for this course’s specific attendance policy.
Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.

Course Schedule (Subject to Change) Details forthcoming re dates of in-person vs. online class meetings. *If I notice that the class could use more time on a specific topic, I may adjust the schedule. All changes to the schedule will be announced both in class and on Canvas.*

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<thead>
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<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>6/26</td>
<td>Introduction, Themes in Child Development, History of Child Development</td>
<td>Chapter 1</td>
<td>Thought Questions Due</td>
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<td>Prenatal Learning and Development</td>
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<td>6/28</td>
<td></td>
<td>Chapters 2 &amp; 3</td>
<td>Weekly Quiz 1</td>
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<td>7/3</td>
<td>Cognitive Development Theories</td>
<td>Chapter 4</td>
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<td>7/5</td>
<td>Infant Perception/Cognition; Scientific Writing/APA Format</td>
<td>Chapter 5</td>
<td>Weekly Quiz 2</td>
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<td>7/10</td>
<td>Language Development</td>
<td>Chapter 6</td>
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<td>7/12</td>
<td>Conceptual Development</td>
<td>Chapter 7</td>
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<td>7/17</td>
<td>Social Development Peer Review</td>
<td>Chapter 9</td>
<td>Thought Questions Due</td>
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<td>7/19</td>
<td>Emotion Development,</td>
<td>Chapter 10</td>
<td>Weekly Quiz 4</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>7/24</td>
<td>Theory of Mind, Autism</td>
<td>Chapter 11 (pgs. 425-449)</td>
<td>Thought Questions Due; Article Critique due at the Beginning of class</td>
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<td>7/26</td>
<td>Attachment, Development of the Self</td>
<td>Chapter 14 (pgs. 553-577)</td>
<td>Weekly Quiz 5</td>
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<td>7/31</td>
<td>Development of Morality &amp; Fairness</td>
<td>Chapter 15</td>
<td>Thought Questions Due</td>
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<td>8/2</td>
<td>Effects of Culture, Technology, and Gender on Child Development</td>
<td>Chapter 13</td>
<td>Weekly Quiz 6</td>
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