

## *Psych 353 Learning in the Young Child*

*Professor Neil H. Schwartz, Ph.D.*

Office: Modoc Room 202

**Office Hours:**

Tuesdays and Thursday

10:30 – 12:30 or by appointment

Email [nschwartz@csuchico.edu](mailto:nschwartz@csuchico.edu)

URL <http://www.csuchico.edu/~nschwartz>

**Class Meeting:**

Tuesdays & Thursdays

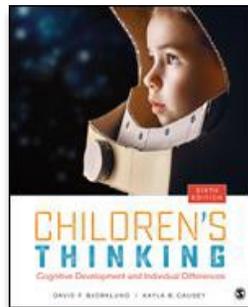
12:30 PM – 1:45 PM.

Modoc Room 220

### **Required Textbook**

Bjorklund, D.F. and Kausey, K.B. (2018). *Children's Thinking: Cognitive Development and Individual Differences* (6th Ed.) Thousand Oaks, CA: Sage Publishing Co.

ISBN-13: 978-1506334356; ISBN-10: 1506334350



**Important Notice:** Please do not use a former edition. Use only the 6<sup>th</sup> edition. Early editions are out of date and contain information that has since been replaced by new research and new perspectives.

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### Course Description

This course is designed to provide an overview of the relevant concepts, principles and theories pertaining to the cognitive and behavioral performance of young children--principally children between the ages of 2 and 8. The course focuses on this age group because of the importance of understanding how early development and early experience shape the structure of children's behavior and thinking for much of their life.

More importantly, however, the way children represent concepts and process information cognitively explains much about the way they learn. Thus, the course explores children's representation of concepts, information processing, and social cognition in the context of educational environments in order to understand the way children learn. Learning is a fascinating process at this age, and there are number of intriguing and convincing theories of the way it works. This course will examine those theories closely.

Finally, students are often interested in the way to properly behave around children-- how to get children to do some things and not others, and ways to make a difference in children's lives. This course will address those issues. Strategies of behavioral influence, how to intervene in social altercations, and ways to deal with cultural and ethnic differences will also be addressed.

### Course Format and Evaluation Procedures

Instructional methods. This course will be delivered via three principles methods of instruction: a) lecture, b) class discussion, and d) behavioral observation of children. Lecture is designed to *interpret and explain* content in your text--to make it come alive with explanation, illustration and relation to your everyday lives. Class discussions are incorporated to allow you to actively process information-- to be able to interact with information in terms of your own experiences as well as the experience of others. Interactive discussions make content more comprehensible and more memorable at the same time. Finally, there is no teacher like direct experience. Consequently, you will have the opportunity to learn by direct observation and interaction with children in real life settings.

Evaluation procedures. This course is divided into three principal areas of student responsibility, with **255** total points possible for the course.

<b>Performance Measure</b>	<b>#</b>	<b>Point Value Each</b>	<b>Total</b>	<b>% of Grade</b>
<b>Midterm Exams</b>	<b>2</b>	<b>65</b>	<b>130</b>	<b>51</b>
<b>Last Exam</b>	<b>1</b>	<b>50</b>	<b>50</b>	<b>20</b>
<b>Child Observation Analysis</b>	<b>1</b>	<b>75</b>	<b>75</b>	<b>29</b>
		<b>TOTAL</b>	<b>255</b>	<b>100</b>

### Assignments, Opportunities and Extra Credit.

Assignments. There is one assignment associated with this course. It is a brief report of a short little "experiment" you will conduct with a child. There are four from which to choose. You will have the opportunity to conduct it, summarize your data, and write an interpretive summary of your results. Your text will be of significant value in helping you in your discussion of your observational findings. It is essential that you use it. That is, you will be expected to go to the appropriate chapters of your text and use the information there to interpret your observations, citing the pages you used. It is also important that you think with the material in your text in the context of your observations; specifically, *the extent to which you show deep critical thinking in your paper is a hallmark of this assignment and will markedly influence the grade you receive.*

Extra credit. You may be asked to participate in research. There are many scientific investigations going on in the Department of Psychology, and human participants are always needed. You will be able to earn 1 extra-credit point for each full hour you spend in participation within an experiment. However, participation is restricted to **five hours**, and all research must be officially sanctioned by the Department of Psychology and approved by me. *There is no other extra credit option for this course.*

Examinations. There will be three exams during the semester, with each sampling content from lecture, text, and classroom discussions. Only content not yet tested will be sampled on each exam. All three exams will not be comprehensive. That is, the last exam will be a non-comprehensive third exam and will be given during finals week. Learning objectives from which to prepare for the exams are posted online at: <http://www.csuchico.edu/~nschwartz/Teaching.SPRING.2019.html>. In addition, lecture slides are posted as well.

Exams 1 and 2 will be of the same format, with five definitional terms, each worth 3 points, and 50 multiple-choice 4-option questions. The last exam will have five definitional terms, each worth 3 points, and 35 multiple-choice 4-option questions covering material in lecture and class handouts. *Please note the following: The last exam (Exam 3) will be derived from content presented in lecture only. No text will accompany this final material. It will be based upon lecture only.*

Grading. Grades in this course are based exclusively on the number of points earned from the performance measures designated above. They will be assigned either according to the percent of points obtained to the total number of points possible, or the student's class standing-- whichever is higher. The cutoff scores are identified below:

<i>Grade</i>	<i>Percent to Total</i>	<i>Class Standing</i>
A	93% & up	
A-	90% - 92%	Above 75th Percentile
B+	88% - 89%	
B	83% - 87%	
B-	80% - 82%	50th - 74th Percentile
C+	78% - 79%	
C	73% - 77%	
C-	70% - 72%	25th - 49th Percentile
D+	68% - 69%	
D	63% - 67%	
D-	60% - 62%	15th - 24th Percentile
F	59% & down	Below 15th Percentile

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### **Expectations of Scholastic Behavior**

From time to time, a few students elect not to purchase the textbook required for this course. I am acutely aware that textbooks have become increasingly expensive—as has higher education in general. This is a terribly unfortunate condition in the United States. However, please note that the textbook **is required** for this course, and students are expected to purchase the text and read required chapters **prior to coming to class**. Class lectures and discussions are significantly richer and more intellectually stimulating when students are prepared. Indeed, students experience a deeper understanding of the concepts, principles and issues explained in class when they have read textbook material. Thus, students are expected to be scholastically prepared when there.

**Attendance:** When students miss a class, they lose the cognitive thread of the lecture. As a result, their comprehension in subsequent classes precipitously declines. This has a deleterious effect on performance. It also has an additive effect if a student misses a number of classes, or worse, is habitually absent. In effect, frequently absent students become conceptually lost which affects their ability to develop a rich cognitive model of the way children develop. In addition, regular attendees notice students who are missing

or who come irregularly. As a result, the continuity and community of the class suffers since ill-prepared and frequently absent students make little substantive contributions in class and often bring up issues that have already been addressed and discussed. Thus, regular classroom attendance in this course is expected and required for course completion. And, of course, please note that once you are seated, do not get up to leave for a moment in the middle of class.

Electronic Devices: Students are encouraged to use laptops or tablets to take notes (and audio record lectures, if they wish). However, it is important to note that taking notes by writing is significantly more valuable in the encoding process of information into memory—far better than typing—leading to more enduring retention and deeper comprehension. In addition, laptops and tablets do put strain on behavioral self-regulation—that is, the tendency to be pulled to non-academic browsing during class. Of course, this behavior is antithetical to learning. Thus, please note that if a student is on any website or using any app at any time during class, regardless of the circumstances, the student will be dropped from the course. Finally, cell phones are not permitted in class. If you have one, it is required to be turned OFF—not on vibrate—OFF. If a cell phone vibrates during class, the student will be immediately asked to leave.

### University Policies and Campus Resources

Diversity Statement: I value diversity and I am committed to fostering and maintaining an educational environment that appreciates individual differences in all areas of instruction. To this end, I will not tolerate or condone any actions, practices, or processes that discriminate against or are prejudicial toward any person or group based on race, gender, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Academic integrity: Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/integrity.shtml>.

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with ARC (Accessibility Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

IT Support Services: Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, <http://www.csuchico.edu/itss>. Additional labs may be available to students in your department or college.

Student Services: Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/current-students>.

Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Accessibility Resource Center <http://www.csuchico.edu/arc>

530-898-5959 Student Services Center 170 [arcdept@csuchico.edu](mailto:arcdept@csuchico.edu)

Student Learning Center: The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc>. The University Writing Center has been combined with the Student Learning Center.

**COURSE SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
<b>January 21</b>	Introduction to the Course	Bjorklund Chapter 1
<b>January 23</b>	Basic Concepts of Cognitive Development	Bjorklund Chapter 1
<b>January 28</b>	Basic Concepts of Cognitive Development	Bjorklund Chapter 1
<b>January 30</b>	Biological Bases	Bjorklund Chapter 2
<b>February 4</b>	Biological Bases continued	Bjorklund Chapter 2
<b>February 6</b>	Biological Bases continued	Bjorklund Chapter 2
<b>February 11</b>	Social Constructivistic Basis of Development	Bjorklund Chapter 3
<b>February 13</b>	Piaget's Theory of Cognitive Development: Assumptions	Bjorklund Chapter 5
<b>February 18</b>	Piaget's Theory of Cognitive Development: Concepts	Bjorklund Chapter 5
<b>February 20</b>	Piaget's Theory of Cognitive Development: Stages	Bjorklund Chapter 5
<b>February 25</b>	Piaget's Theory of Cognitive Development: Stages	Bjorklund Chapter 5

Psych 353 Syllabus Schwartz Spring 2020

<b>February 27</b>	Review for Exam 1	
<b>March 3</b>	<b>Examination #1</b>	<b>Bjorklund Chapter 1, 2 ,3, 5</b>
<b>March 5</b>	Information-Processing System:  Architecture  A Closer look at STM	Bjorklund  Chapter 7
<b>March 10</b>	Information-Processing System:  Speed & Processing Efficiency	Bjorklund  Chapter 7
<b>March 12</b>	Information-Processing System: Strategy Development	Bjorklund  Chapter 7
	<b>Spring Break</b> March 16– March 20	
<b>March 24</b>	Memory: Development	Bjorklund Chapter 8
<b>March 26</b>	Language Development	Bjorklund Chapter 9
<b>March 31</b>	Language Development	Bjorklund Chapter 9
<b>April 2</b>	Exam #2 Review	
<b>April 7</b>	<b>Examination #2</b>	<b>Bjorklund Chapters 7, 8, 9</b>

<b>April 9</b>	<b><i>Introduction to Handling Children</i></b>	Lecture Notes Only
<b>April 14</b>	<b><i>Behavioral Theory: Classical Model of Learning</i></b>	Lecture Notes Only
<b>April 16</b>	<b><i>Behavioral Theory: Operant Model of Learning</i></b>	Lecture Notes Only
<b>April 21</b>	<b><i>The Operant Model: Factors affecting effective Reinforcement</i></b>	Lecture Notes Only
<b>April 23</b>	<b><i>Classical and Operant Model Review and Workshop</i></b>	Lecture Notes Only
<b>April 28</b>	<b><i>Procedures for Reducing Behavior</i></b> <b><i>Activity Paper Due Today</i></b>	Lecture Notes Only
<b>April 30</b>	<b><i>Procedures for Reducing Behavior</i></b>	Lecture Notes Only
<b>May 5</b>	<b><i>Procedures for Reducing Behavior</i></b>	Lecture Notes Only
<b>May 7</b>	<b><i>Review for Exam 3</i></b>	
<b>Tuesday May 14<sup>th</sup> 2:00 - 3:50</b>	<b><i>Examination #3</i></b>	