

Psychology 370
Infancy & Childhood
Moravian College
Fall 2006

*“Give us theories, theories, always theories.
Let every man who has a theory pronounce his theory.”
-James Mark Baldwin*

Instructor: Dr. Michelle Schmidt
PPHAC 230
610-861-1606
mschmidt@moravian.edu

Class Time: TR 12:50-2:00

Office Hours: M 3:15-4:00; TR 3:30-4:30¹

Course Goal

Child Development is designed to trace the development of the child from the prenatal period through preadolescence. Emphasis will be placed on understanding current issues in cognitive and social development. Topics to be discussed include, for example, emotions, attachment, moral reasoning, sex role formation, and peer relations. Theory, methodology, and empirical evidence will guide the examination of these topics.

Specific Course Objectives

1. To stimulate critical thinking about complex theoretical and methodological issues within the interdisciplinary context.
2. To promote the oral expression of critical thinking on issues of theoretical and methodological importance.
3. To engage students in the process of collaborative learning with their peers through discussion both inside and outside of class.
4. To instill an appreciation for and understanding of the methods and content of empirical inquiry in developmental psychology.
5. To impart more advanced skills in scientific writing, with specific emphasis on the canons of scientific writing unique to the subdiscipline.

¹ One Thursday of each month I will have a faculty meeting at 4pm. Office hours will end at 3:45pm. I will let you know when faculty meetings will occur.

Required Readings

Junn, E.N., & Boyatzis, C.J. (Eds.). (2005). *Annual editions: Child growth and development (06/07)*. Connecticut: McGraw-Hill/Dushkin.

Lowry, L. (1994). *The giver*. New York: Bantam Doubleday Dell Publishing Group, Inc.

Shaffer, D.R. (2005). *Social and personality development*. US: Wadsworth Thomson Learning.

Class Structure

For the most part, we will follow a standard structure each week of the semester. Each week will bring one broad topic relating to child development. On most Tuesdays, I will provide an overview of the week's topic through an interactive lecture. On most Thursdays, we will engage in student-organized discussion about a sub-topic relating to the week's larger topic.

Grades

Class Participation (9 sessions x 8 points each)	72 points
Conference Session Leader	50 points
Fact Sheet	20 points
Competency Project 1	100 points
Competency Project 2 (The Giver Book Analysis)	100 points
<u>The Giver</u> Discussion	50 points (you must participate to earn points!)
"Coffee with the Experts"	
Annotated preliminary reference page	20 points
Preliminary 2-page theorist summary w/ 3 refs	20 points
Nomination Paper & Introduction of Theorist	100 points
Preparatory Question (optional*)	25 points
Integrative Question	10 points
Participation in Coffee with the Experts	75 points

*If you choose not to turn in a Preparatory Question response, your Participation in the CWE session will count for 100 points.

The instructor reserves the right to use qualitative judgment when assigning grades throughout the semester and final grades.

Components of the Course

1. Participation in our Learning Community

Infancy and Childhood is an advanced course in psychology which requires active discussion and contribution from each member of the class. The course will be greatly enhanced if we can benefit from each participant's experiences, thoughts, and opinions. This is your class; make it interesting!

Class participation is required in every class. Grades for participation will depend on both the quantity and the quality of your contributions. *If you are not in class, you cannot participate and your participation grade for that class will be a zero.* Students will complete a self-evaluation of their participation for each discussion day. If at any time you would like to discuss your level of participation, please feel free to come and see me.

2. Conference Sessions

Most Thursdays will be devoted to a conference-style discussion of one or two readings that serve to bridge the gap between principles and theories and the real world. The goal of these conference sessions is for you to enrich your understanding and appreciation of developmental theory as it relates to applied issues. The assigned readings present "hot topics" in child development related to the week's topic. These readings are intended to stimulate critical thinking and promote class discussion.

On "Conference Thursdays," a pair of discussion leaders will lead the conference session. As discussion leaders, your job is to work with your partner to organize the conference session around issues such as (1) identification of the question of interest and the importance of that question to the field of child development, (2) critique and evaluation of the methodology and empirical findings, (3) implications of the information presented in the article (both real world and applied implications), and (4) discussion of directions for future research that follow from the readings. The goal is to facilitate discussion of the assigned readings.

In addition to facilitating discussion, *each pair of discussion leaders will be responsible for providing the class and the instructor with a "fact sheet" that summarizes research findings and other interesting facts on the topic of the day.* This fact sheet must summarize and reference at least three non-internet published sources from scholarly journals or research-based books that are related to, but do not overlap with, the assigned readings. You must turn in copies of the three sources with your fact sheet.

3. Competency Projects

You will complete two competency projects during the semester. These projects will replace more traditional exams but will still provide you with an opportunity to demonstrate your competency of a variety of course topics. Separate respective project descriptions will be handed out at least 2 weeks before they are due in order to give you sufficient time to complete the projects.

4. Book Club

The Book Club selection for this semester is The Giver by Lois Lowry. The Giver received the 1994 John Newberry Medal for the most distinguished contribution to American literature for children. The book explores a utopian world through the eyes of a 12-year old boy named Jonas. Through Jonas's experiences, and those of his family and community, the reader is exposed to concepts of child development, including influences of the family and one's culture. Students will read this book, complete a book analysis, and engage in a class discussion of the book. Detailed guidelines for the Book Analysis will be distributed separately. Note: The book analysis is your second competency project.

5. Coffee with the Experts

During the scheduled final exam period for this course, we will hold a “coffee with the experts” session. I will provide the coffee and other refreshments and you will provide the expertise. During the first week of classes, each of you will be assigned a person, by lottery, whose work has had a significant impact on the field of child development. You will assume the role of this person in our “coffee with the experts” session and will enter a discussion and debate about relevant issues and questions within developmental psychology with the panel of other experts in the room. The goal of this session will be to consider important questions in developmental psychology from the perspectives of leaders in the field and to experience “first hand” the differences in opinion, conceptual background and theories, and empirical work that are responsible for bringing the field to its current state.

Four assignments to be completed during the semester will assist you in preparing for our coffee with the experts session.

- a. Students will each write a paper in which they nominate their researcher/theorist for The G. Stanley Hall Award for Distinguished Contribution in Developmental Psychology, awarded each year by the Developmental Psychology Division of the American Psychological Association.

This award is given to a single individual (sometimes a research team) who has made distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors. Evaluations are based on the scientific merit of the individual's work, the importance of this work for opening up new empirical or theoretical areas of development psychology, and the importance of the individual's work in linking developmental psychology with issues confronting the larger society or with other disciplines (http://classweb.gmu.edu/awinsler/div7/cgi-bin/awards.cgi?award=gshall_0).

Nomination papers should be 4-5 pages in length. Students will provide a rationale for the person's nomination through discussion of the theorist's professional background and experience, research program, published works, and important empirical/theoretical developments (**appropriate APA citations and references are expected**).
Nominations forms will be distributed in class.

Please note that annotated bibliography will be due early in the semester—this summary will keep you on track and allow you to get feedback on whether you are moving in the right direction. Although it will not be formally graded, failure to turn in the APA style annotated bibliography will result in a 20-point deduction on your nomination paper.

- b. In addition to writing the Nomination Paper, students will orally introduce their theorists to the class in order for all theorists to become familiar with one another. Specific guidelines for the introductions will be discussed in class.
- c. Students will have the option of completing a preparatory question during the second half of the semester. Students will be provided with a question and will answer the question from the perspective of their researcher/theorist. Papers will be two to three pages in length. This assignment will give students practice in responding to a question in the role of the theorist prior to our panel discussion.
- d. Students will be responsible for writing one integrative question to be considered for inclusion in our coffee with the experts. Questions will not be graded but failure to turn in a question will result in a five-point deduction on the Coffee with the Expert's participation grade.

Class Policies

1. Attendance

Moravian College Academic Standards Policy states, “[s]tudents are expected to attend classes regularly” (Student Handbook). Class attendance is mandatory. Excessive absences (2 or more) will be dealt with on an individual basis and may result in a 2-point deduction per absence on the final course grade. If a conference day is missed, the student will receive a zero for participation on that day. Similarly, if a theorist presentation day, conference leader day, book analysis discussion day, or coffee with the experts is missed, the student will receive a grade of zero for the assignment. These assignments cannot be made up.

If special circumstances arise that cause a student to miss an excessive number of classes, he or she should contact the Learning Services Office (see below).

2. Late Assignments

Late assignments will be accepted with a 10-point deduction for each partial or full day late beginning at the start of class on the due date (12:50 p.m.), up to five partial and full days late (at which time, papers will no longer be accepted and students will receive a grade of zero for the assignment). Note: 12:50pm to midnight is the first missed day and will result in a 10-point deduction, 12:01am begins the second 10-point deduction, and so on. Oral assignments (e.g., conference session leader, book discussion, introduction to theorists) cannot be made up.

3. Academic Integrity & Honesty

The Policy on Academic Honesty (Student Handbook) states, “Moravian College expects its students to perform their academic work honestly and fairly.” Therefore, students are expected to be honest in all matters pertaining to this class, without exception.

All work submitted for evaluation in this course must be original work. It may not be “borrowed” from another student or any other source without proper credit as outlined by the APA Manual. Please note that no part of your assignments may be shared with other students in this class or with students in future classes, and you may not refer to papers from previous classes. All papers submitted for this class must be original work completed to meet the requirements of this class.

Students may not plagiarize. The Moravian College Student Handbook states, “[w]hen students use the specific thoughts, ideas, writings, or expressions of another person, they must accompany each instance of use with some form of attribution to the source. Failure to do so is plagiarism, a major form of dishonesty.” Specific procedures for attribution for this course are outlined in the APA Publication Manual (3 copies available in the reference section of the library). If you are not sure what constitutes plagiarism, please set up an appointment with the instructor. Otherwise, adherence to the guidelines set forth by APA will be expected. **Students must turn in copies of all sources used for papers and are expected to “keep all notes, drafts, and materials used in preparing assignments until a final course grade is given.”** A student judged to have violated the policy on academic honesty will receive a grade of zero for the relevant assignment or a failing grade for the course, at the discretion of the instructor. Any such violation will be reported in writing to the Office of the Academic Dean.

4. Learning Services Office

The Learning Services Office “provides assistance to students who are experiencing academic difficulties” (Student Handbook). If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street.

DATE	TOPIC	READING
<u>Week 1</u>		
8/29	Introduction to Course	
8/31	Evaluating Theories in Developmental Psychology Theorist Selections	handout
<u>Week 2</u>		
9/5	Introduction to Developmental Psychology & Methodology	Shaffer Ch 1
9/7	Introduction, cont.	
<u>Week 3</u>		
9/12	Classic Theories in Developmental Psychology	Shaffer Ch 2
9/14	Recent Perspectives on Developmental Psychology	Shaffer Ch 3
<u>Week 4</u>		
9/19	Emotion, Temperament	Shaffer Ch 4
9/21	Conference 1: Nature vs Nurture <i>Preliminary annotated APA style bibliography (Reference page) due</i>	AE 20, 26
<u>Week 5</u>		
9/26	Attachment	Shaffer Ch 5
9/28	Conference 2: Controversies in Child Care	AE 19, handout
<u>Week 6</u>		
10/3	The Self & Social Cognition	Shaffer Ch 6
10/5	Conference 3: Kid Power & The Culture of Affluence	AE 27, 28
<u>Week 7</u>		
10/10	No Class-Fall Break	
10/12	Achievement	Shaffer Ch 7
<u>Week 8</u>		
10/17	Conference 4: Education	AE 10-12, 15
10/19	Sex and Gender	Shaffer Ch 8
<u>Week 9</u>		
10/24	Conference 5: Gender and Sex Differences <i>Competency Project 1 Due (chs 4, 5, 6, 7)</i>	AE 6, 16, handout
10/26	Film & Discussion: <i>Age 7 in America</i>	
<u>Week 10</u>		
10/31	Aggression and Antisocial Behavior	Shaffer Ch 9
11/2	Conference 6: How to Deal with Bullying	AE 17, 18; handouts
<u>Week 11</u>		
11/7	Introduction of Theorists <i>All Nomination Papers Due (11/7)</i>	
11/9	Introduction of Theorists	
<u>Week 12</u>		
11/14	Peers	Shaffer Ch 13
11/16	Conference 7: Friendship and Peer Relations	AE 13, 14 handout
<u>Week 13</u>		

11/21	The Family <i>Preparatory questions due (optional assignment)</i>	Shaffer Ch 11
11/23	No Class-Happy Thanksgiving!	
<u>Week 14</u>		
11/28	Conference 8: Parents and their children	AE 22, 23, 24
11/30	Discussion of <i>The Giver</i> <i>Competency Project 2 Due (chs 8, 9, 11, 13 (with a scattering of 4 and 5!))</i>	
<u>Week 15</u>		
12/5	Moral Development <i>Integrative question due</i>	Shaffer Ch 10
12/7	Conference 9: Who's In Charge Here? And Enlightened Parenting	AE 20, 23
TBA	<i>COFFEE WITH THE EXPERTS—Final Exam Period</i>	

Note: Readings may be added or deleted over the course of the semester. Students will be notified of any changes at least 1 week in advance.

**Child Development
Fall 2006**

- Dr. Thomas Achenbach (University of Vermont)**
- Dr. Cathryn Booth-LaForce (University of Washington)**
- Dr. Chris J. Boyatzis (Bucknell)**
- Dr. Jeanne Brooks-Gunn (Columbia University)**
- Dr. Thomas Dishion (University of Oregon)**
- Dr. Sandra Graham (UCLA)**
- Dr. Megan Gunnar (University of Minnesota)**
- Dr. Brenda Jones Harden (University of Maryland)**
- Dr. Steve Hinshaw (UC Berkeley)**
- Dr. Janis Kupersmidt (iRT President and CEO)**
- Dr. Annette LaGreca (University of Miami)**
- Dr. Tama Leventhal (Johns Hopkins University)**
- Dr. Charlotte Patterson (UVA)**
- Dr. Debra Pepler (York University, Toronto, Canada)**
- Dr. Robert Pianta (UVA)**
- Dr. German Posada (SUNY Stony Brook)**
- Dr. Amanda Rose (University of Missouri-Columbia)**
- Dr. Daniel Shaw (University of Pittsburgh)**
- Dr. Marinus vanIjzendoorn (Leiden University)**