

PSY 370 Infancy & Childhood
Fall 2007
Tuesday/Thursday 2:20 - 3:30 P.M.
PPHAC 302

Revised Syllabus (30 Aug 07)
(Subject to change, modification, fine-tuning as deemed necessary)

Teaching Staff: Roger D. Phillips, Ph.D.
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PPHAC 202

Office Hours: Before/After each class or by
appointment

Texts: Davies, D. (2004). Child Development: A Practitioner's Guide (2e). New York: The Guilford Press.

Dixon, W.E. Jr. (2003). Twenty Studies that Revolutionized Child Psychology. Upper Saddle River, NJ: Prentice Hall.

Gauvain, M. & Cole, M. (2005). Readings on the Development of Children (4e). New York: Worth Publishers.

Course Expectations

- Attend class *punctually* - we will start on time; you are responsible for missed material.
- Turn off and put away all personal communication, entertainment and electronic devices.
- Come to class ready to learn and work (i.e., attentive, prepared, responsible, respectful).
- Participate in class; contribute constructively to discussions; ask questions.
- Stay current with reading; ask questions.
- Complete required coursework and evaluative components; ask questions.
- Check your email regularly.
- Produce course work that is independent (unless otherwise noted), original and current.
- See me if you have any questions, concerns, etc.

Communication & Learning

I welcome contact, conversation and interactions with all of you. Indeed, my view is that the classroom is only one venue in which you will learn during this course. Feel free to set up a time to meet if you would like to talk directly. I am available by phone and email as well. I try to return phone calls and emails within the same day, but certainly no later than the next day. Undoubtedly, I will be communicating with you all outside of class via email with course updates, corrections, adjustments, announcements, etc. Please be sure to give me an email address that you actually use, and check your email regularly.

Individuals with Special Academic Needs

Students with special academic/learning needs are encouraged to make an appointment to see me as soon as possible. If you have a documented circumstance that will make it difficult for you to complete the work as outlined, then it is your responsibility to see me during the first 2 weeks of class so that we can make appropriate arrangements. Requests for individual accommodations must be cleared officially through Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other special needs).

Academic Integrity

You are expected to conduct yourself in accordance with the Academic Honesty policy of Moravian College (see the College catalog and Student Handbook). Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and for not taking credit for the effort or ideas of others. This obligation is based on mutual trust and is essential to meeting the goals of this course. Academic dishonesty of any type (e.g., plagiarism, cheating, not contributing to group projects, etc.) on exams or other graded work will not be tolerated and dealt with according to Department and College policies. Several additional points related to academic integrity are worth noting.

- ✓ You are responsible for keeping drafts, references, sources, disk and backup copies of all of your written assignments, to turn in upon request until final grades are completed.
- ✓ You should begin your work in a timely manner. An unforeseen event arising the night before a paper is due is not a legitimate reason for a deadline extension. When submitting assignments electronically, you should request confirmation that your assignment has been received, or you should save some form of confirmation that your email was sent.
- ✓ You are responsible for taking precautions that your work is carefully and appropriately documented (especially written work that paraphrases another written source). If I determine that you have copied all or part of an exam or paper from another source (including another student, a web page, textbook or other published source), then you will receive a failing grade in this course. If your written work includes material that is paraphrased unacceptably

from the original source, then I will ask you to re-submit the written work and I will lower the assignment by 10%.

Class Attendance

Attendance at class is STRONGLY encouraged. Indeed, one component of your final grade is my qualitative judgment of your active participation; thus, if you are not present in class then you cannot participate. (Wisdom from the past: students who have missed multiple classes have not done very well.) If you are not able to attend because of illness, religious holidays or personal circumstances, then call me before class begins. Your presence and active participation are essential to your learning in this course, as well as your colleagues' learning.

Course Overview

This course will introduce you to the basic content and methodology in the scientific study of child development/psychology from the prenatal period through infancy, early and middle childhood. We will repeatedly examine the classic issue of 'nature v. nurture' (colloquially speaking) in the emergence of behavior during childhood, even as we learn that that classic formulation inadequately explains the complexity and subtlety of human growth and development. There will be a strong course focus as well on the application of our scientific understanding of infants and young children through guided observations and applied research activities in real-world, off-campus settings.

Broadly, there are several **educational goals**:

- ◆ to understand and appreciate the sequence, timing, organization and complexity of development during infancy and early childhood;
- ◆ to develop an understanding of the current theoretical and methodological basis of the science of child development/psychology;
- ◆ to understand some of the major research questions and findings that inform our current understanding of the development of children;
- ◆ to begin understanding how and when development goes awry;
- ◆ to engage and gain respect for some of the current controversies and uncertainties in the application of knowledge from child development/psychology; and
- ◆ to begin to gain an appreciation of the complexity of social problems and issues that intersect with child development/psychology.

Tentative Course Outline

(I will guide and confirm precise timing of readings)

<i>Unit I</i>	<i>Prenatal & Infant Development</i>	<i>28 Aug 07</i>
<i>- 18 Sep 07</i>	Davies 1, 5, 6 Dixon 19, 5, 6, 10-12 Gauvain 8, 2, 9, 11-17	

Reserve: Bryant & Barrett
Cuevas et al.
Gomez et al.
Hane & Fox
Johnson et al.
Talbot

Unit II
- 11 Oct 07

Toddler Development

25 Sep 07

Davies, 7, 8
Dixon 8, 9
Reserve: Bar-Haim et al.
Colapinto
Ganea et al.
Gertner et al.
Jones
Issues Session: 27 Sep 07
Mid-term Exam Released: 11 Oct 07
Mid-term Exam Due: 16 Oct 07

Unit III
Nov 07

Preschooler Development

16 Oct 07 - 01

Davies 9, 10
Dixon 13, 14, 16
Gauvain 21, 23, 24
Reserve: Attance & Meltzoff
Cimpian et al.
Principe et al.
Snedeker et al.
Lew-Williams & Fernald
Issues Session: 25 Oct 07

Unit IV
07

Middle Childhood

06 Nov - 04 Dec

Davies 11, 12
Gauvain 25-31
Reserve: Bornstein et al.
Groopman
Larsen et al.
Klahr & Nigam
Konigsberg
Olson et al.
Reynolds
Wargo
Issues Session: 29 Nov 07
Project Presentations: 06 Dec 07
Final Exam Released: 06 Dec 07
Final Exam Due: TBA

Reserve Readings

(Asterisks [*] indicate articles eligible for presentation)

- *Atance, C.M. & Meltzoff, A.N. (2006). Preschoolers' current desires warp their choices for the future. Psychological Science, 17, 583-587.
- *Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R.M. (2006). Nature and nurture in own-race face processing. Psychological Science, 17, 159-163.
- *Bornstein, M.H., Hahn, C-S., Bell, C., Haynes, O.M., Slater, A., & Golding, J., Wolke, D., & ALSPAC Study Team. (2006). Stability in cognition across early childhood: a developmental cascade. Psychological Science, 17, 151-158.
- *Bryant, G.A. & Barrett, H.C. (2007). Recognizing intentions in infant-directed speech: evidence for universals. Psychological Science, 18, 746-751.
- *Cimpian, A., Arce, H-M.C., Markman, E.M., & Dweck, C.S. (2007). Subtle linguistic cues affect children's motivation. Psychological Science, 18, 314-316.
- Colapinto, J. (2007). The interpreter: has a remote Amazonian tribe upended our understanding of language? The New Yorker, 16 April, 119-137.
- *Cuevas, K., Rovee-Collier, C., & Learmonth, A.E. (2006). Infants form associations between memory representations of stimuli that are absent. Psychological Science, 17, 543-549.
- *Ganea, P.A., Shutts, K., Spelke, E.S., & DeLoache, J.S. (2007). Thinking of things unseen: infants' use of language to update mental representations. Psychological Science, 18, 734-739.
- *Gertner, Y, Fisher, C., & Eisengart, J. (2006). Learning words and rules: abstract knowledge of word order in early sentence comprehension. Psychological Science, 17, 684-691.
- *Gomez, R.L., Bootzin, R.R., & Nadel, L. (2006). Naps promote abstraction in language-learning infants. Psychological Science, 17, 670-674.
- Groopman, J. (2007). What's normal? The difficulty of diagnosing bipolar disorder in children. The New Yorker, 09 April, 28-33.
- *Hane, A.A. & Fox, N.A. (2006). Ordinary variations in maternal caregiving influence human infants' stress reactivity. Psychological Science, 17, 550-556.
- Johnson, S.C., Dweck, C.S., & Chen, F.S. (2007). Evidence for infants' internal working models of attachment. Psychological Science, 18, 501-502.
- *Jones, S.S. (2007). Imitation in infancy: the development of mimicry. Psychological Science, 18, 593-599.
- *Klahr, D. & Nigam, M. (2004). The equivalence of learning paths in early science instruction: effects of direct instruction and discovery learning. Psychological Science, 15, 661-667.
- Konigsberg, E. (2006). Prairie fire: the life and death of a prodigy. The New Yorker, 16 January, 44-57.
- *Larsen, J.T., To, Y.M., & Fireman, G. (2007). Children's understanding and experience of mixed emotions. Psychological Science, 18, 186-191.
- *Lew-Williams, C. & Fernald, A. (2007). Young children learning Spanish make rapid use of grammatical gender in spoken word recognition. Psychological Science, 18, 193-198.

- Olson, K.R., Banaji, M.R., Dweck, C., & Spelke, E. (2006). Children's biased evaluations of lucky versus unlucky people and their social groups. Psychological Science, 17, 845-846.
- *Principe, G.F., Kanaya, T., Ceci, S.J., & Singh, M. (2006). Believing is seeing: how rumors can engender false memories in preschoolers. Psychological Science, 17, 243-248.
- Reynolds, G. (2003). The stuttering doctor's 'monster study.' The New York Times Magazine, 16 March, 36-39, 83, 87, 90.
- *Snedeker, J., Geren, J., & Shafto, C.L. (2007). Starting over: international adoption as a natural experiment in language development. Psychological Science, 18, 79-87.
- Talbot, M. (2006). The baby lab: how Elizabeth Spelke peers into the infant mind. The New Yorker, 04 September, 90-101.
- Wargo, E. (2006). Precocity and why it matters. APS Observer, 19, 16-20.

Course Grading

Course Portfolio. Following the developmental perspective that is the focus of this course, I would like to think of this aspect of the course as "assessment" rather than strictly evaluative (i.e., course grading) and structure it as a portfolio that you maintain. There will be ample opportunities to build your portfolio and, I hope, multiple ways for you to demonstrate your emerging knowledge and competence. At the end of the semester, you will submit ALL of the following materials in your portfolio for my review and to assign your course grade. I will leave it up to you to organize your portfolio into whatever form makes sense for you; my only requirement will be that there be some discernible (to me) organization. The portfolio itself will not be graded, but will be the repository of all your work (required and otherwise) related to this course. I will announce the due date for handing in your portfolio later in the course.

Goal-setting & Goal Review. The construction and co-construction of knowledge, understanding and meaning is a core concept and central process in development, as we'll see as we move through this course. I'd like to take it seriously, too, as a core mechanism in this course. Thus, I want each of you to develop a set of individual learning goals for the course that will guide and organize your work. I will try, as best I can within a larger group of individuals, to organize the content and activities of the course to address individual learning goals. Your goals, too, should guide your responsibility, initiative and efforts within the course to accomplish the learning/experience you would like to obtain. A Goals Statement from you is due on Thursday, 06 September 07 by 5:00 pm. This probably will be 1 typed page, but may go up to 2 pages if needed. Format is up to you (bullets, narrative, etc.). What matters to me is the clarity of your thinking and writing, not its specific form. Writing matters (it will matter in everything you do for this course); pay attention to it. We will re-visit your goals twice, with Goal Reviews near the mid-term and end of the course (specific dates to be announced). Each Review will be a written

product that thoughtfully and responsibly evaluates the progress toward your goals. Goal-setting is worth up to 50 points; each Goals Review is worth up to 25 points; total Goals-related points = 100.

Exams. There will be 2 exams in this course: mid-term and final. Both will be essay in form, and both will be take-home in format. Tentative release and due dates are noted on the Tentative Course Outline. Each exam will be worth up to 100 points; total exam points = 200.

Observation Reports. You will be assigned 2 children (1 infant, 1 non-infant) to observe at our off-campus sites. You will be expected to observe your assigned children 3 times each (1/month) and for at least 30 minutes for each observation. You will compile your observations into brief reports that will be handed in regularly. The goals and specific details of these observations and reports will be described in a separate document. Reports for each of your children will be worth up to 100 points, total Observation points = 200.

Research Project. Each of you will volunteer for one group-based, small, observational research project that will be based at our off-campus sites. I will determine the topic and content of each research project (based on needs at the sites). As a group, we will establish a data collection process, implement that process, and analyze the obtained data. The goals and specific details of the Research Projects will be described in a separate document. This project will have 3 components that will be assessed/evaluated: (1) the creation and implementation of data collection and analyses (essentially your group's competent and responsible execution of the project); (2) a presentation to the class of the results (tentatively scheduled for the last class of the semester); and (3) an individually written APA-style paper of the research project. Each component of the research project will be worth up to 100 points; grades earned in groups will be assigned to each individual. Total Research Project points = 300.

Research Article Presentation. During the course, as we cover particular content, each of you will have the opportunity to present and describe briefly 1 relevant article of empirical research. The available articles will be selected on a volunteer basis (unless otherwise indicated) from the listing of Reserve Readings (eligible articles are denoted with an asterisk [*]). The goals, specific details, and assessment for this Presentation will be described in a separate document. Total points = 100.

Course Participation. I consider your initiative and active participation in this course to be crucial to its value. Thus, I want to "incentivize" such behaviors. Passive participation (i.e., attending classes, listening, staying awake, etc.) will be rewarded up to 50 points. Active participation (i.e., participating in discussions, asking questions, etc.) earns up to 50 more points, based on my subjective judgment of its quantity and quality. Total points = 100.

Final Grading. All numerical grading for each assessment component can be translated into letter-grade estimates using the traditional framework (90-100=A range; 80-89=B range; 70-79=C range; etc.). Total points for all course activities = 1000. Final course grades will be determined based on a simple sum of your earned points (as well as any relevant qualitative considerations by me) and then translated using the following parameters:

	<i>A range</i>	<i>B range</i>	<i>C range</i>	<i>D range</i>
	<i>F range</i>			
	A- 900-929	B- 800-829	C- 700-729	D- 600-629
	<600			
669	A 930-1000	B 830-869	C 730-769	D 630-
		B+ 870-899	C+ 770-799	D+ 670-699

Please complete and return this sheet. Please print legibly, except for the line requesting your signature.

Name:

Address (campus or community):

Phone number (where you truly can be reached):

Email address (an address that you truly use):

Your signature below indicates that you have received a copy of this syllabus.

Name (signature)

Date