

**Psychology 370**  
**Infancy & Childhood**  
**Moravian College**  
**Spring 2009**

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**Instructor:** Dr. Michelle Schmidt  
PPHAC 230  
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**Class Time:** TR 10:20-11:30

**Office Hours:** M 1:00-2:15; TR 11:30-12:15

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**Course Goal**

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

**Specific Course Objectives**

1. To stimulate critical thinking about complex theoretical and methodological issues within the subdisciplinary 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 within psychology.
6. To use developing expertise in child development to serve the local community.

## **PART 1: THE BASICS...READINGS AND ASSIGNMENTS**

### **REQUIRED READINGS**

Junn, E. N., & Boyatzis, C. J. (Eds.). (2008). *Annual editions: Child growth and development (09/10)*.

Connecticut: McGraw-Hill/Dushkin.

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

Shaffer, D. R. (2005). *Social and personality development (5<sup>th</sup> ed)*. US: Wadsworth Thomson Learning.

### **GRADES**

#### Conference Sessions

- Class Participation in Conference Sessions  
24 students...discussion leaders in triplets...a trio of discussion leaders each discussion day...8 student-led discussion days @ 10 points each...minus 1 leading day...  
70 points
- Conference Session Leader  
40 points
- Handout (each discussion leader needs to create one)  
10 points
- Online discussion questions (A grade of 0 will be assigned for the appropriate number of discussion days if 3 questions are not posted by midnight the night before discussion—you must do this for 5 of 8 discussion days.)  
(up to -50 points)

#### Exams

- Exam 1  
100 points
  - Exam 2  
100 points
  - Cumulative final/book analysis  
100 points
- (Note: Absence on the day of our book discussion of *The Giver* will result in a 20-point deduction on the book analysis/final exam.)

#### Service Project (16 hours)

- Participation in 16 hours of service at the Bethlehem YMCA (2 hours per week for 8 weeks) and final reflection paper  
70 points
- Best practices research and observation paper  
100 points
- Paper topic proposal and justification (not accepted late)  
20 points

600 total points available

Note: The instructor reserves the right to use qualitative judgment when assigning grades throughout the semester and for final grades—this means grades can be adjusted upward or downward.

## **PART II: COMPONENTS OF THE COURSE**

### **1. Participation in our Learning Community**

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

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. One day will be devoted to an interactive lecture, and the other will be devoted to student-organized discussions about a subtopic relating to the week's larger topic.

Class participation is required in every class—please note the grading system for participation in conference sessions and the policy on attendance (see below). 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**

Eight of our class meetings will be devoted to a conference-style discussion of several 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.

Our “Conference Days” will include trios of discussion leaders who will lead different parts of the conference session. As discussion leaders, your job is to work with your partners to organize the conference session around issues such as the identification of the question of interest and the importance of that question to the field of child development; implications of the information presented in the article; and discussion of directions for future research or policy or practice that follow from the readings. Discussion leaders will each work with a third of a class then bring the class together for a thoughtful final discussion (specific time allotments are up to the trios). It is the responsibility of the trio to use the allotted hour to engage in BOTH small group AND large group discussion.

TIPS: The goal is to facilitate discussion of the assigned readings—do NOT give a presentation; do NOT ignore the substance of the readings; DO know the content of the articles; DO challenge your classmates; DO have questions prepared for the class; DO keep us engaged!

HANDOUT: Each discussion leader should prepare a list of questions/topics for discussion on their article.

ONLINE QUESTIONS: Each student must post 3 questions, based on the readings, for discussion on Blackboard by midnight the night before our discussion day. Failure to post questions for 5 of 8 discussions will result in a 0 for the discussion grade for the appropriate number of days that did not have questions.

### **3. Exams**

You will have two exams during the semester and a cumulative final exam. The first two exams will be section exams and could consist of one or more of the following: multiple choice, term identification, short essay, true/false items. I will provide an overview of the exam in advance. The final exam will be a cumulative, take home exam, and will be structured around the book, The Giver (see below).

### **4. Book Club and Final Exam**

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 that will be the final exam, and engage in a class discussion of the book. Detailed guidelines for the Book Analysis (Final Exam) will be distributed near the end of the semester.

## **5. Service Learning**

This semester, students will complete 16 service hours at the Bethlehem YMCA. The goals of this assignment will be for students to (1) "see" child development in a natural setting; (2) provide assistance to a local organization whose goal is children, families, and communities; and (3) have the opportunity to observe and study a specific area of child development through an in-depth research/observation paper.

There are several options available to students at the YMCA. Option 1: Students may choose to work in a classroom with infants, 1-year-olds, 2-year-olds, 3-year olds, 4-year olds, 5-year olds, or school-aged children. Option 2: Students may choose to help the Director with observations and paperwork in preparation for the NAEYC re-accreditation process. Option 3: Students may choose to work in the Business Office to get a view of how "it all works" at the YMCA. We will work on selections and assignments during the first two weeks of the semester and students should then expect to start fulfilling their hours by the fourth week of the semester. At the end of the semester, students should turn in a 2-3 page reflection paper that reports on their experience at, impressions of, and perspectives on their service at the YMCA.

Research and observation paper: Students will choose a topic to study that is relevant to the selected assignment at the YMCA. For example, a student in the infant or 1-year old room might choose to study attachment and to be sure they are in the room at drop off time so that appropriate and relevant observations can be made. For students who choose to work on the accreditation process, their research will focus on preschool and the importance and relevance of accreditation. Specific topics for research papers will be proposed to the instructor, who will then approve the topics.

All students are required to keep a specific log of hours at the YMCA. The classroom teacher or another person you are working directly with should sign the paper at the time of each visit. These logs should be turned in with the final reflection paper.

## PART III: CLASS POLICIES

### **Attendance Policy**

As Moravian College's Attendance Policy in the Student Handbook states, "students are expected to attend classes regularly." If you have an unavoidable situation that prevents you from being in class, please advise the instructor before the class meeting. Excused absences will require appropriate documentation (e.g., doctor's note). Otherwise, your attendance will be expected. Excessive absences, meaning more than two, will result in a 3-point deduction per absence on the final average. Remember, on discussion days, you will get a 0 for participation. If you are absent, it is your responsibility to get missed material from a classmate. As discussed above, absence from a class discussion or The Giver discussion will result in deductions on relevant grades.

### **Academic Integrity**

The Policy on Academic Honesty (Student Handbook, 2006-2007) 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.

Put simply: **If you are caught cheating, you will receive a failing grade. All situations of academic dishonesty will be reported to the Academic Dean's Office. Taking summaries from sites such as SparkNotes and using them in a paper is considered plagiarizing. If they are not your thoughts and ideas and you present them as such, then it is plagiarism.**

**All work submitted for evaluation in this course must be original work. It may not be "borrowed" from another student, a printed source, or online source without proper credit as outlined by the APA Manual (5<sup>th</sup> ed.)** (available in the Reference section of Reeves Library). 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. **Psychology 211 is a prerequisite for this class and thus, you are expected to know APA style for citations and references.**

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 (5<sup>th</sup> Ed.) (three 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.

Note: You are responsible for reading the Student Handbook as well as this syllabus, and for adhering to all outlined policies.

### **Late Papers**

A 10-point deduction will be applied for **each partial or full day** papers are late, beginning at the start of class (10:20)—no exceptions...not even "my printer wouldn't work," "my computer broke," or "the computer didn't save it." Back up all your files...save to the server...save to disk...**SAVE EARLY AND SAVE OFTEN.** If there is a printer problem and you are minutes from the start of class, email me the finished document as an attachment (before class) and then get me a hard copy ASAP after class. If I cannot open the attachment, late deductions will apply (I do not have the latest version of WORD). This policy applies to all papers for this course.

If you turn in a paper late, you know the policy...do not tell me it is unfair if you get deductions. Plan ahead and get your papers in on time.

### **Service Projects**

Once you commit to service for this course, you will be held responsible for contributing to the successful completion of that project. Failure to do so will result in a forfeiture of the points for participation and the corresponding research paper.

If you do not want to participate in service, you may do a 25-page research paper, arranged with the instructor. You must arrange for this option during the first week of classes; after that time, there will be no exceptions to this course requirement.

### **Make-up Exams**

The standard policy for this course is no make up exams. In the event of an extraordinary emergency (with documentation), a student will take a make up exam that is a different version than what the class takes. It will be taken at the earliest possible time, to be determined by the instructor.

### **Learning Services Office**

The Learning Services Office “provides assistance to students who are experiencing academic difficulties” (Student Handbook, 2003-2004). If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street.

**THIS COURSE REQUIRES A LOT OF TIME, ATTENTION, AND PLANNING. BE SURE TO ANTICIPATE DEADLINES AND DUE DATES SO THAT YOU CAN PACE YOURSELF THROUGHOUT THE SEMESTER. SOME WEEKS MAY REQUIRE FEWER HOURS THAN OTHERS, SO SPREAD OUT YOUR WORK ACCORDINGLY.**

## PART IV: SCHEDULE

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
<u>Week 1</u>		
1/20	Introduction to Course	none
1/22	No Class	
<u>Week 2</u>		
1/27	Regrouping...Service and other business	
1/29	Questions/Controversies & Research Methods	Chapter 1
<u>Week 3</u>		
2/3	Theories in Developmental Psychology	Chapter 2
2/5	More Theories	Chapter 3
<u>Week 4</u>		
<b>**Service should begin this week**</b>		
2/10	Conception & Prenatal Development	handout
2/12	Conference Session 1: Sex Selection & Infertility	AE 1, 2, 34
<u>Week 5</u>		
2/17	Emotional Development & Temperament	Chapter 4
2/19	<b>Exam 1—covers weeks 2-5</b>	
<u>Week 6</u>		
2/24	Attachment	Chapter 5
2/26	Conference Session 2: Resiliency, Social Withdrawal, and Attachment	AE 15, 20, 24
	<b>Topic paper due for research paper</b>	
<b>SPRING BREAK</b>		
<u>Week 7</u>		
3/10	Self & Social Cognition	Chapter 6
3/12	Conference Session 3: Theory of Mind, Antisocial Behavior, and Obesity	AE 9, 31, 35
<u>Week 8</u>		
3/17	Sex and Gender	Chapter 8
3/19	Conference Session 4: Gender Identity, Same-Sex Peer Groups, Girls and the Media	AE 7, 19, 30,
<u>Week 9</u>		
3/24	Aggression	Chapter 9
3/26	Conference Session 5: Girls, Bullying	AE: 21, 22, handout

Week 10

3/31

TBD

4/2

**Exam 2—weeks 6-9**

Week 11

4/7

Family (in class: ABC News piece)

Chapter 11

4/9

Conference Session 6: Gay Parents, Siblings, and Spanking

AE 23, 27, 28

**\*\*Last week of service\*\***

**Research/Observation Papers Due**

Week 12

4/14

Extrafamilial Influences: Peers (in class: ABC News piece)

Chapter 13

4/16

Conference Session 7: Lucky People, Perceived Popularity,  
and Social Exclusion

AE 10, 17, 18

**Logs and Reflection Papers Due**

Week 13

4/21

Extrafamilial Influences: The School as Socializer

Chapter 12 (pp 402-417)

4/23

Conference Session 8: School, Academics, and Learning

AE 8, 12, 13

Week 14

4/28

Discussion of *The Giver*

**Take Home Final Due**

4/30

Discussion of Service Learning



