

**Psychology 370: Infancy & Childhood**  
**Moravian College**  
**Fall 2009**

---

**Instructor:** Dr. Michelle Schmidt  
PPHAC 230  
610-861-1606  
[mschmidt@moravian.edu](mailto:mschmidt@moravian.edu)

**Class Time:** TR 8:55-10:05

**Office Hours:** TR 10:05-11:15, R 1:30-2:30; other times when my door is open and I'm available; or by appointment

---

**Course Goal**

Child Development is designed to trace the development of the child from the prenatal period to adolescence. Emphasis will be placed on understanding current issues in cognitive and social-emotional development. Topics to be discussed include emotion, 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.

## **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 Publishing Group, Inc.

Shaffer, D.R. (2009). Social and personality development (6<sup>th</sup> ed). US: Thomson Wadsworth Learning.

Handouts.

## **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 the field of 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 12% (if you attend but say nothing, you will get a grade of 50%)  
Conference Session Leader & Fact Sheet 8%

Exam 1 15%

Exam 2 15%

Final Exam--The Giver Book Analysis 15%

The Giver Discussion 5% (even if you attend...if you say nothing, you will get a 0)

Community Learning Project: "Coffee with Community Experts"

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>
Proposal & Purpose Statement: Agency/Organization & Contact Person	5%	9/17
Social Problem: Background & Research Paper	10%	10/28
Introductions	*	10/14
Preparatory Question	5%**	11/23
Integrative Question & Participation in Coffee Session	10%	12/9, 12/17

\* In-class agency/organization introductions are required but not graded; however, failure to present at assigned time will result in a 10-point deduction on the research paper.

\*\*The preparatory question is recommended but not required. If you choose NOT to do it, the participation in the coffee session will be worth 15%.

**Note: The instructor reserves the right to use qualitative judgment when assigning grades.**

## **Components of the Course**

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

Infancy and Childhood is an advanced course in psychology that 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. If you attend class but do not verbally contribute to the discussion, your grade for that class will be 50%.* 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 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.

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-on-line published sources from scholarly journals or research-based books that are related to, but do not overlap with, the assigned readings.

### **3. Exams**

You will have two in-class exams during the semester, which may consist of, *for example*, short essays, terms, and application questions. The structure of the exam will be discussed during the class period before the exam. The final exam will focus on an analysis of *The Giver* using course material.

### **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 twelve-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 Final Exam/Book Analysis will be distributed separately.

### **5. Coffee with the Experts**

During the scheduled final exam period for this course, we will hold a "Coffee with Community 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 an agency, by lottery, whose work focuses on the well-being and welfare of children

and youth. You will assume the role of a spokesperson for this agency in our “coffee with the experts” session and enter a discussion/debate about relevant applied developmental issues with the panel of other experts in the room. The goal of this session will be to consider important needs of children and youth from the perspectives of leaders/advocates in the community and to experience “first hand” what the local community has to offer.

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

- a. Early in the semester, students will turn in a statement of background/purpose of the agency they are investigating. A format for this information will be discussed in class.
- b. Students will each write a paper in which they describe the agency and the problems that the agency seeks to address (e.g., poverty, homelessness, delinquency). The paper also will provide some background research about the problem and then make a determination of the quality of the services offered through the local agency.

Papers will run approximately 5 pages in length and a description of the paper structure will be distributed. Students will provide the statement of the problem, the agency name, a description of the agency, a summary of relevant research on the problem, and an evaluation section in which the student evaluates the quality of the service in light of the research. Appropriate APA citations and references are required.

- c. In addition to writing the research paper, students will orally introduce their agencies to the class so that all may become familiar with one another. Specific guidelines for the introductions will be discussed in class.
- d. 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 agency. Papers will be two pages in length. This assignment will give students practice in responding to a question on behalf of his or her agency prior to our panel discussion.
- e. 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 (more than 2) will result in a 2-point deduction per absence on the final course grade. If a conference day is missed, the student will receive a 0 for participation on that day. Similarly, if an introduction, conference leader, book analysis, or coffee with the community experts class period is missed, the student will receive a grade of 0 for the assignment. These assignments cannot be made up. Extended or excessive absences are required to be reported to the Dean’s Office.

If special circumstances arise that cause a student to miss an excessive number of classes, he or she should contact the Learning Services Office. The staff provides assistance to students who are experiencing academic difficulties. If you feel you need special services through this office, you may call 610-861-1510 or visit their offices at 1307 Main Street.

### **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 (e.g., 8:55am to midnight first day = 10 point deduction, midnight begins a second 10-point deduction...), up to five partial and full days late (at which time, papers will no longer be accepted and students will receive a grade of 0 for the assignment). Oral assignments (e.g., conference session leader, book discussion, introduction of community experts) 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.

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
<u>Week 1</u>		
9/1	Introduction to Course	
9/3	“Coffee with Community Experts” Discussion Introduction to Developmental Psychology & Methodology	Shaffer Ch 1
<u>Week 2</u>		
9/8	Introduction to Developmental Psychology & Methodology, cont.	Shaffer Ch 1
9/10	Theories in Developmental Psychology	Shaffer Ch 2
<u>Week 3</u>		
9/15	Recent Perspectives on Developmental Psychology	Shaffer Ch 3
9/17	Prenatal Development & Birth <b>Proposal Statement Due</b>	handouts
<u>Week 4</u>		
9/22	Conference 1: Focus on Conception to Birth	AE 1, 2, 34
9/24	Emotion & Temperament	Shaffer Ch 4
<u>Week 5</u>		
9/29	Conference 2: Adoption Issues, Resiliency	AE 14, 15, 29
10/1	Attachment	Shaffer Ch 5
<u>Week 6</u>		
10/5	Conference 3: Attachment	AE 24, handouts
10/7	<b>Exam 1 (chs 1-5 + readings)</b>	
<u>Week 7</u>		
10/12	No Class-Fall Break	
10/14	<b>Introductions of Community Agencies</b>	
<u>Week 8</u>		
10/19	Self and Social Cognition	Shaffer Ch 6
10/21	Conference 4: Cultural and Societal Influences on Self	AE: 30, 31, 33
<u>Week 9</u>		
10/26	Sex and Gender	Shaffer Ch 8
10/28	Conference 5: Gender Recognition, Behavior, and Socialization <b>Background/Research Papers Due</b>	AE: 3, 7, 19
<u>Week 10</u>		
11/2	Aggression	Shaffer Ch 9
11/4	Conference 6: Bullying	AE 17, 21, 22
<u>Week 11</u>		
11/9	Family	Shaffer Ch 11
11/11	Conference 7: Parental Impact	AE 23, 26, 28
<u>Week 12</u>		
11/16	<b>Exam 2 (chs 6, 8, 9, 11 + readings)</b>	
11/18	Extrafamilial Influences: Peers	Shaffer Ch 13

Week 13

11/23 Conference 8: Solitude and Exclusion AE 19, 20  
**Preparatory Question Due (optional)**  
11/25 *No Class: Happy Thanksgiving*

Week 14

11/30 Extrafamilial Influences: School Shaffer Ch 12  
12/2 Conference 9: School-Related Issues AE 8, 12, 13

Week 15

12/7 Discussion of *The Giver* (*paper due*)  
12/9 Fitting the Pieces Together (**Integrative question due**) Shaffer Ch 14

Week 16

12/13 Review of Coffee with Community Experts and misc. business

12/17 8:30am ***COFFEE WITH COMMUNITY EXPERTS***

Note: Readings may be added or deleted over the course of the semester. Students will be notified of any changes at least a week ahead of time.

## **Agencies in the Lehigh Valley**

Bethlehem YMCA

Community Services for Children: Head Start

Community Services for Children: Early Head Start

United Way of the Greater Lehigh Valley

Early Intervention Via of the Lehigh Valley

CSC—Child & Family Mentor Program

CyberStart

Good Schools Pennsylvania

Episcopal Diocese of Bethlehem (Rev. Debra Kissinger, Missioner to Children and Child Advocate)

Project Child/Valley Youth House

Boys and Girls Club of Bethlehem

KidsPeace

Lehigh County Court Appointed Special Advocate Program (CASA)

Lehigh Valley Juvenile Probation Department

Lehigh Valley Childcare

Lehigh Valley Business Education Partnership

Lehigh Valley Hospital Children's Programs

SPARK—Bethlehem Area School District

Ryan's Tree—St. Luke's VNA

NAMI Lehigh Valley