

Psychology 370: Infancy & Childhood
Moravian College
Spring 2010

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Class Time: TR 8:55-10:05

Office Hours: Mondays 11:30-1:00 and Thursdays 11:30-12:45; 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 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, with specific emphasis on the canons of scientific writing unique to the subdiscipline.
6. To understand the meaning of our text material and empirical research in the "real world" through service and attendance at lectures by community leaders/advocates.

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 (6th 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. There will be a lecture based on the textbook material, followed by student-organized discussion about a sub-topic relating to the week's larger topic.

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.

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

After we cover each chapter, we will have 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 days, 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.

Grades for discussion leaders will be determined by student feedback, instructor evaluation, and overall quality of fact sheet and discussion hour.

3. Learning Checks

You will have two in-class “learning checks” during the semester—these will be short questions/essays that should challenge you to USE the information you are learning in class and in the textbook. The structure of each learning check will be discussed during the class period before the “learning check” class.

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 paper, and engage in a class discussion of the book.

5. Service Learning

This semester, you will be required to complete 12 hours of service over the course of the semester. You will keep a journal of each week you do service (1.5 hours per week for 8 weeks). Assignments will be made during the second week of classes and service will begin during the third week of classes. Assignments will be at either the Bethlehem YMCA (Broad St or Fountain Hill site) or Moravian Academy.

Suggestions for reflective journal:

- Describe the setting, the children, and positive/negative feelings you are having.
- What are some of the activities you have been doing with the children with whom you have been working?
- Describe the reactions of the children with whom you are working towards you, citing specific examples.
- Describe how your presence in the classroom is having an impact on the children with whom you are working.
- What impact, if any, has your volunteer experience made on your life?
- Have your initial impressions been altered? How so? If not, describe observations that have confirmed your initial impressions.
- **Wherever possible, relate what you experience at the site to specific material that we cover in class.**

Please complete 1 single spaced page per week of service. Midterm journals will be turned in before spring break. Journals should be 9 pages in length, including a final journal entry which summarizes the experience, recounting what you have learned about yourself, the population observed, and the aging process.

If you wish to opt-out of the service learning hours and journal assignment, you may do an APA style community – agency research paper. Decisions to choose this option can only be made during the first week of classes, in written format. Research papers will be 10 pages in length and will include 8-10 empirical sources. Specific research paper guidelines will be distributed separately to those students who are interested. During the discussion of service day, these students will share what they learned through their research paper.

6. Lecture Attendance

The Children's Coalition of the Lehigh Valley, (http://childlv.org/index.cfm?section_id=841&organization_id=21), a local advocacy group will sponsor several interesting "conversations" with community leaders/advocates.

The events are described by the CCLV in this way:

Conversations/presentations with people who work on issues of community needs/social welfare/poverty/community health/education. [The] interest is in having students hear real, concrete ideas about the needs of people who are not as privileged as many of us and to meet real people who do substantive work to meet the compelling needs of real people right where we live.

You will be required to attend 1 of the 4 events below—please mark your calendars now! A 1-page reaction paper should be submitted at the start of class on the class day following the lecture/conversation.

Thursday, January 28, 7:00 to 8:30 p.m., UBC Room

Jose Rosado

Director of Community & Student Services

Allentown School District

Author: Being Good at Being Bad: Troubled Teenagers, Factors and Solutions

Tuesday, March 2, 7:00 to 8:30 p.m., UBC Room:

Dr. Bonnie Coyle

Director of Community Health

St. Luke's Hospital

Thursday, March 25, 7:00 to 8:30 p.m., UBC Room

Alan Jennings

Executive Director

Community Action Committee of the Lehigh Valley

Thursday, April 15, 7:00-8:30p.m., UBC Room

Russell "Rooster" Valentini

Educational Liaison and Advocate for Homeless Students

Allentown School District

Short and sweet...Please write a 1-page, single-spaced, single-sided, reaction to the event: The first paragraph should summarize the event and the second paragraph should be a reaction to the information you learned. Papers are due the class day following the event.

Grades

Class Participation	15%	<i>Note: Even if you attend, if you say nothing, you will get 50%.</i>
Conference Session Leader & Fact Sheet	10%	
Learning Check 1	15%	
Learning Check 2	15%	
<u>The Giver</u> Discussion	5%	<i>Note: Even if you attend, if you say nothing, you will get a 0.</i>
The Giver Book Analysis	10%	
Service Learning Participation		<i>Note: If you do not complete the required hours, your journal will be downgraded by 5 points per hour missed.</i>
Discussion of Service	5%	<i>Note: Even if you attend, if you say nothing, you will get a 0.</i>
Journal (includes service hours)	15%	<i>Note: Journals that are not turned in on the due date before spring break will not be accepted late and the consequence will be a 15-point deduction on the final journal grade.</i>
Attendance and reaction to “conversations”	10%	
<i>Service learning opt-out option: Research paper</i>	20%	<i>Note: Proposals with 5 sources not turned in on the due date before spring break will not be accepted late and the consequence will be a 15-point deduction on the final paper grade.</i>

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

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 a conference leader, book analysis, or other verbal in-class assignment 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. Learning checks cannot be made up, except under extraordinary, documented circumstances approved by the instructor.

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 difficulties that interfere with their academic life. 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). As noted above, oral assignments (e.g., conference session leader, book discussion) cannot be made up. **NO LATE PAPERS WILL BE ACCEPTED FOR THE GIVER ASSIGNMENT.**

NOTE: Late written assignments must be emailed as attachments so that there is a time stamp. “Forgetting” to attach the document negates the email. In addition to the email, you must also turn in a printed copy of the assignment in the bin outside my office door. Late deductions will be determined by the email time stamp, and the email MUST contain an accessible document. “It got lost through email” and “It wasn’t in my sent folder for some reason” will not be acceptable excuses. In fairness to all students who turn in assignment on time, no exceptions will be made.

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. If the instructor suspects plagiarism but cannot find the source, the burden is on the student to demonstrate where the content of the paper came from. If the student is unable to show the instructor where he or she got the material or how he or she paraphrased or otherwise cited the material, the paper will be graded 0 for plagiarism.

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>		
1/19	Introduction to Course	
1/21	Introduction to Developmental Psychology & Methodology Service Times and Preferences Due OR Opt-Out Form Due	Shaffer Ch 1
<u>Week 2</u>		
1/26	Theories in Developmental Psychology	Shaffer Ch 2
1/28	Recent Perspectives on Developmental Psychology	Shaffer Ch 3
<u>Week 3</u>		
	Week 1 of Service	
2/2	Prenatal Development & Birth	handouts
2/4	Conference 1: Focus on Conception to Birth	AE 1, 2, 34
<u>Week 4</u>		
2/9	Emotion & Temperament	Shaffer Ch 4
2/11	Conference 2: Adoption Issues, Resiliency	AE 14, 15, 29
<u>Week 5</u>		
2/16	Attachment	Shaffer Ch 5
2/18	Conference 3: Attachment	AE 24, handout
<u>Week 6</u>		
2/23	“Learning Check” 1 (chapters 2-5 and other readings and discussion)	
2/25	Conference 4: Cultural and Societal Influences on Self	AE: 30, 31, 33
<u>Week 7</u>		
3/2	Age 7 in America (film)	
3/4	Age 14 in America (film)	
	Journals Due (should reflect 4 or 5 weeks of service, depending on your service time)	
	Research Paper Option—paper proposals due with copies of at least 5 articles	
SPRING BREAK		
<u>Week 8</u>		
3/16	Sex and Gender	Shaffer Ch 8
3/18	Conference 5: Gender Recognition, Behavior, and Socialization	AE: 3, 7, 19
<u>Week 9</u>		
3/23	Aggression	Shaffer Ch 9
3/25	Conference 6: Bullying	AE 17, 21, 22
<u>Week 10</u>		
	Week 8 of Service	
3/30	Family	Shaffer Ch 11
4/1	Conference 7: Parental Impact	AE 23, 26, 28
<u>Week 11</u>		
4/6	Extrafamilial Influences: Peers	Shaffer Ch 13
4/8	Learning Check 2 (chapters 8, 9, 11, 13)	

Week 12

4/13 *Scholars Day*—attendance at student talks required during class period (failure to attend will result in a 3-point deduction on the final course grade)
4/15 **Discussion of Service—Final Service Journals Due**
Optional Research Paper Due

Week 13

4/20 Conference 8: Solitude and Exclusion AE 19, 20
4/22 Conference 9: School-Related Issues AE 8, 12, 13

Week 14

4/27 **Discussion of The Giver—Culture Paper Due**
4/29 Wrap-Up

Note: Readings may be added or deleted over the course of the semester, and assignment dates may be moved, as necessary, over the courses of the semester. Students will be notified of any changes at least a week ahead of time.

Name: _____

Service Learning Preferences

Site 1: Bethlehem YMCA, Broad Street Location

Available time slots range from 8am to 5pm, with ages ranging from infant to late childhood. Note, however, that working with school-aged children must take place between 3:30 and 5:00pm.

Site 2: Bethlehem YMCA, Fountain Hill Location

Available time slots range from 8am to 5pm, with ages ranging from infant to late childhood. Note, however, that working with school-aged children must take place between 3:30 and 5:00pm.

Site 3: Moravian Academy Kindergarten (can only accommodate 5 students and they must have appropriate clearances to be in the classroom). Available time slots are between 8:30am and 11:00pm, Monday thru Friday. They will take 1 student per day.

Site preference: _____

Available 1 hour time slots (day and time):

OPT-OUT

I choose to do a research paper instead of the service-learning experience. I understand that that I will be responsible for following the guidelines and due dates for the research paper. Also, I cannot change my mind after the first week of classes due to the fact that schedules will be collected and then approved by sites at the end of the first week of classes.

Name: _____

Signature: _____

Date: _____

ALL STUDENTS: I HAVE READ AND UNDERSTAND THE REQUIREMENTS AND POLICIES OF THIS CLASS AS OUTLINED IN THE SYLLABUS AND AS EXPLAINED TO ME ON THE FIRST DAY OF CLASS.

SIGNATURE: _____

THIS FORM IS DUE ON THURSDAY, JANUARY 14TH AT THE START OF CLASS.