

NOTE: This syllabus (9/1/10) replaces the syllabus handed out on August 31.

**Psychology 370: Infancy & Childhood
Moravian College
Fall 2010**

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Class Time: TR 1:10 p.m. - 2:20 p.m.

Office Hours: Tuesday 2:20-3:00 p.m.; Wednesday 10:00-11:00 a.m.; Thursday 2:20-3:00 p.m.

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.

PART 1: THE BASICS...READINGS AND ASSIGNMENTS

Required Readings

Junn, E.N., & Boyatzis, C.J. (Eds.). (2008). *Annual editions: Child growth and development (10/11)*.

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 to enhance our understanding of the course material.

Class participation is expected in class and will be required on discussion days. 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 group of three discussion leaders will lead the conference session. As discussion leaders, the trio's job is to work with partners to organize the conference session around issues such as (1) identification of the question/topic of interest and the importance of that question to the field of child development, (2) critique and evaluation of research 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 the day’s topic/readings (outside sources are encouraged).*

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 “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: Site hours, Journal, and Research paper

Site hours: 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 (if you have your education clearances).

Journal: Suggestions for reflective journal

- Describe the setting, the children, and positive/negative feelings you are having (e.g., 1st, 2nd entries).
- 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 midterm and given a “preliminary grade.” Final 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. Midterm journals with instructor feedback must be turned in with the final journal. All students are required to keep a specific log of service hours. 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.

Opt-out option: 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. Research papers will be 25 pages in length and will include only scholarly, 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.

Research and observation paper: Students will choose a topic to study that is relevant to the selected assignment at the YMCA or MA. For example, a student in the infant or 1-year old room at the Y 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. Specific topics for research papers will be proposed to the instructor in writing by the deadline indicated below, and the instructor will approve the topics or suggest a related topic. Specific guidelines will be distributed.

6. Conversations with Community Leaders

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 events held this semester. A 1-page reaction paper should be submitted at the start of class on the class day following the lecture/conversation.

The first guest this year will be **Jane Ervin**. Ms. Ervin is currently **President and CEO of Community Services for Children**, an organization dedicated to marshalling public and private resources to prepare children and their families to succeed in learning and in life. CSC is a large non-profit organization that provides high quality early childhood education to low income children ages 0-5 with the goal of having them ready to learn when they enter kindergarten.

Ms. Ervin has also served as **Lehigh County Executive** from 1996 to 2005. She is currently a member of the **Board of Governors for the Greater Lehigh Valley Chamber of Commerce** and a member of the **Steering Committee for the United Way of the Greater Lehigh Valley's Youth Success Zone**.

This event will take place on **Thursday September 23 from 7:00 to 8:30 p.m. in the UBC Room of the Hauptert Union Building** and is open to the public.

Grades

Class Participation	12% <i>Note: Even if you attend, if you say nothing, you will get 50%.</i>
Conference Session Leader & Fact Sheet	8%
Learning Check 1 (Age 7/14 Analysis)	20%
Learning Check 2 (The Giver Analysis)	20% <i>Note: Failure to attend the discussion of The Giver will result in a 10-point deduction on Analysis paper.</i>
Service Learning Participation	<i>Note: If you do not complete the required hours, your journal will be downgraded by 5 points per hour missed. If you do not participate in the discussion day for service, your journal grade will be downgraded by 10 points.</i>
Journal (includes service hours)	15% <i>Note: Journals that are not turned in on the due date/time before midterm will not be accepted late and the consequence will be a 10-point deduction on the final journal grade and forfeiture of feedback.</i>
Service learning opt-out option:	20% (additional research paper)
Research/observation paper	20% <i>Note: Proposals with 4 sources not turned in on the due date/time on 9/30 will not be accepted late and the consequence will be a 10-point deduction on the final research paper grade.</i>
Conversations with Community Leaders Attendance and 1-page reaction paper	5%

Note: The instructor reserves the right to use qualitative judgment when assigning grades. For example, being late to class on a regular basis or using a cell phone or other device during class may contribute to a deduction on the final grade.

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, The Giver discussion, or the service discussion will result in deductions on relevant grades.

Academic Integrity

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.

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 (5th 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 (5th 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 (unless it is noted above that late papers will not be accepted), beginning at the start of class (1:10)—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. 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. And remember, in fairness to other students, LATE IS LATE.

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 Learning Checks

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). 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

DATE	TOPIC	READING
<u>Week 1</u>		
8/31	Introduction to Course	
9/2	Introduction to Developmental Psychology & Methodology Service Times and Preferences Due OR Opt-Out Form Due	Shaffer Ch 1
<u>Week 2</u>		
9/7	Theories in Developmental Psychology	Shaffer Ch 2
9/9	Recent Perspectives on Developmental Psychology	Shaffer Ch 3
<u>Week 3</u>		
	Week 1 of Service	
9/14	Prenatal Development & Birth	handouts
9/16	Conference 1: Focus on Conception to Birth	AE 1, 2, 25 Handout
<u>Week 4</u>		
9/21	Emotion & Temperament	Shaffer Ch 4
9/23	Conference 2: Emotional Issues and Resiliency	AE 13, 14, 24 Handout
<u>Week 5</u>		
9/28	Attachment	Shaffer Ch 5
9/30	Conference 3: Attachment Paper topic proposal due	AE 20, 21, 24
<u>Week 6</u>		
10/5	Age 7 in America (film)	
10/7	Age 14 in America (film)	
	Journals Due (should reflect 4 weeks of service, depending on your service time) Research Paper Option—paper proposals due with copies of at least 5 articles	
<u>Week 7</u>		
10/12	No Class	
10/14	Catch-Up/Discuss Learning Check/Questions about Research papers	
<u>Week 8</u>		
10/19	Learning Check 1: Age 7/14 Analysis (chapters 1-5 and other readings and discussion)	
10/21	Discussion of Age 7/14	
<u>Week 9</u>		
10/26	Sex and Gender	Shaffer Ch 8
10/28	Conference 4: Gender Recognition, Behavior, and Socialization	AE: 17, 26 Handout
<u>Week 10</u>		
	Week 8 of Service	
11/2	Aggression	Shaffer Ch 9
11/4	Conference 5: Bullying	AE, 16, 18, 19, Handout

<u>Week 11</u>	Make-Up week for service if missed b/c of a no-school day	
11/9	Family	Shaffer Ch 11
11/11	Conference 6: Parental Impact (Note: all the readings are great here, but the discussion leaders can choose 3 readings to focus on in class!)	AE 11, 22, 23, 27, 32 Handout
<u>Week 12</u>		
11/16	Extrafamilial Influences: Peers Journals Due	Shaffer Ch 13
11/18	Conference 7: Peers and Friends (led by Schmidt)	AE 9, 15, Handouts
<u>Week 13</u>		
11/23	Discussion of Service Catch-Up/Review of Learning Check/Questions about Research Papers	
11/25	No Class	
<u>Week 14</u>		
11/30	Learning Check 2: The Giver Analysis (chapters 8, 9, 11, 13)	
12/2	Discussion of The Giver	
<u>Week 15</u>		
12/7	Research/Observation Papers Due...Discussion of Semester	
12/9	Wrap-Up, Evaluations	

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. If you miss class, it is your responsibility to get notes and announcements from another student.

Name: _____

Service Learning Preferences

Site 1: Bethlehem YMCA, Broad Street Location

Available time slots range from 8am to 4pm (approximately; and we need to avoid food and sleep times!). We will focus on 4 and 5-year old classrooms.

Site 2: Bethlehem YMCA, Fountain Hill Location (same parameters as above)

Site 3: Moravian Academy Kindergarten (can only accommodate students with 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, September 2nd AT THE START OF CLASS.

Service Log Sheet

Name: _____

Date	Time spent	Activity/location	Signature

Total Hours: _____

PS370

Research/Observation Paper Guidelines

There will be three parts to this paper. Be sure each part of the paper is labeled and includes the appropriate information. Papers will be graded for format and presentation as well as substance of the information presented within the three parts of the paper. This paper will likely run approximately 10 pages in length and should be typed with appropriate APA citations and references (reference pages will be counted beyond the 10 pages of text). All pages should be numbered with a running head and there should be an APA style title page. The paper does not require an abstract.

Inappropriate use of APA citations will result in up to a 10-point deduction off of the paper grade. Papers that lack APA style citations will receive a failing grade. Papers that are plagiarized (even with APA citations, or with false or fake citations) will receive a failing grade, will be reported to the Dean's Office, and may lead to a failing grade for the course. In a nutshell, you must paraphrase and use citations. If you use a direct quote (which you should only be used sparingly), then you must include a page number in your citation. PS211 is a prerequisite for this course, so you will be held responsible for proper APA style. Please review the syllabus for the policies on plagiarism and late papers.

All sources that were used for the paper must be turned in with the paper. Please rubber band your sources with your paper or use a large folder with your name on it to hold everything. If you used a chapter of a book, you may just copy the section you used and turn that part in.

Part I. Literature review.

This part of the paper will likely run approximately 6 pages. Using 8-10 scholarly sources (at least 7 empirical articles or appropriate chapters from scholarly books; beyond that you may use reliable internet sources), you will present a coherent literature review on your topic. Be sure you are focused enough in your topic that you have a narrow topic with multiple articles to support your idea. Do not cover many sections of your topic with 1 article for each area covered; instead, be narrow and focused so that your literature review holds together and has sufficient depth.

Part II. Observations.

This part of the paper will run 2 pages but should be specific! Report on your observations of the phenomenon that you discussed in your literature review. **DO NOT DISCUSS THE LITERATURE HERE.** Describe what you saw, being sure that you are covering the same topic that you reviewed in Part I of the paper. You will be graded on how well you describe your observations and how well they link to the information in your literature review. Note: if the information in Part I is poor then it will likely affect this section of the paper as well.

Part III. Analysis.

Here, you should provide a 2-page *analysis* of your observations, given what the research says. In other words, you want to link together research and practice in order to demonstrate an understanding of your observations using the research that you read and reported on. So, now instead of saying "the kids seemed insecurely attached," you should be able to speak with authority about the insecurity that you observed and explain, for example, *why* the kids might look like they do.

NOTE: All three sections of the paper should fit together like a puzzle. Your literature review must relate specifically to your observations, and then your analysis section should tie the two together. You should demonstrate a beginning level of expertise of your topic in the third section of the paper.