

Psychology 370: Infancy & Childhood
Moravian College
Spring 2011

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

Office Hours: TR 11:30-12:30; R 3:15-3:45; W 9:00-10:00

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 and gender, family, 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 **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 through “**real world learning**” via service in the local community.

PART 1: THE BASICS...READINGS AND ASSIGNMENTS

Required Readings

Junn, E.N., & Boyatzis, C.J. (Eds.). (2011). *Annual editions: Child growth and development (11/12) (18th ed.)*. 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 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, two 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/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 take home “learning checks” during the semester. These assignments should challenge you to USE the information you are learning in class and in the textbook. The guidelines for each learning check will be distributed and discussed in 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 written assignment, and engage in a class discussion of the book.

5. Service Learning: Site hours, Reflection papers, and Research paper

Site hours: This semester, you will be required to complete 8 hours of service over the course of the semester (1 hour per week for 8 weeks). You will write a weekly service reflection paper in which you discuss your service time for that week. Papers are due each Tuesday (reflecting on the week before). Service 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 Street) or Moravian Academy (MA only allows students who have education clearances).

Reflections: Suggestions for reflection papers

- 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.
- Why do you think the children behave in particular ways?
- What do you observe that is intriguing to you?
- **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**. A final reflection (9th paper) should be turned in with your 8th reflection paper. This final page should reflect on the entire semester’s service. REACT to the experience, as a whole.

Opt-out option: If you wish to opt-out of the service learning hours and reflection paper assignments, 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.

Best practices paper: The research paper this semester will focus on best practices in early childhood care and education. Imagine you are a consultant hired by either the Y or Moravian Academy.

Your job is to:

- (a) identify “best practices” in early childhood care and education (this requires research);
- (b) identify strengths and weaknesses of the classroom environment (this requires serving and observing); and
- (c) prepare a list of concrete recommendations for the teacher and directors of the program (this requires you to think critically).

- Papers will be structured as “reports.” In other words, you will have three labeled sections: Best Practices, Strengths and Weaknesses, Recommendations, and you will write the paper as if you are a consultant preparing a report to the administration. Remember your job is to help improve the learning/care environment in which the children learn/play.
- The first section of the paper must be supported by at least 8 scholarly, empirical journal articles. Articles must have been published since 2000. This section of your paper should *integrate* the articles in order to outline various best practices. This section of your paper should run approximately 4 pages. You must use appropriate APA citations in this section of the paper. Failure to do so will result in a failing grade on the paper.
- The second section of your paper should identify at least 5 concrete strengths and 5 concrete weaknesses of the environment. You may use bullets or numbers with subheadings to identify your strengths and weaknesses. Each should be labeled (e.g., Classroom discipline) and should then have 2-3 sentences that clearly state the nature of the strength or weakness. This section of your paper should single-space the bulleted or numbered items and double-space in between each bulleted or numbered item. This section will likely run 2 pages (one for strengths and one for weaknesses).
- The third section of your paper will make recommendations to the teachers, directors, or larger facility/school. You must identify at least 5 recommendations and support them with the research you did on best practices. This part of your paper will synthesize information from the first two sections of your paper. Again, you may use bullets or numbers with subheadings. Each recommendation should be stated in a clear sentence and then you should elaborate on each recommendation (this may require citing some of the sources you used in the first part of the paper). Again, this section of your paper should single-space the bulleted or numbered items and double-space in between each bulleted or numbered item. This section will likely run 2 pages.

You should be both scholarly and creative in how you present your report. Remember, you are a consultant and were paid money to do this work. Therefore, the product that you give the people who hired you should be well-organized, thorough, clear, professional, and informative. There should be no typos or other technical problems with the paper. Be sure to have an APA style Reference page at the end of your report.

You all have the same assignment this semester. Your observations will be different, however. I suggest you work independently on this assignment, as papers will be compared to one another for quality of information and quality of presentation. There will be a prize for the best report and the best runner-up report. They will be shared (with no student name on it!) with the facilities in order to help them identify ways to improve what they are doing.

Grades

Class Participation	10%	<i>Note: Even if you attend, if you say nothing, you will get 50%.</i>
Conference Session Leader & Handout	10%	
Learning Check 1: “The Giver”	20%	
Learning Check 2: “The Letter”	20%	<i>Note: Failure to attend the discussion of The Giver will result in a 10-point deduction on Learning Check 1.</i>
Service Learning Participation		<i>Note: If you do not complete the required hours, your reflection paper grade will be downgraded by 5 points per hour missed. If you do not participate in the discussion day for service, your reflection paper grade will be downgraded by 10 points.</i>
Service Reflection Papers x 9	15%	
<i>Service learning opt-out option:</i>		<i>15% (additional research paper)</i>
Best Practices paper	20%	
Misc. in-class assignments, quizzes, and homework assignments	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 zero points for class discussion, a 10 point deduction on The Giver discussion, and a 10 point deduction on the service portion of your grade.

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 current APA Manual (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 (3 copies are 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 (8:55am)—no exceptions...not even "my printer wouldn't work," "my computer broke," or "the computer didn't save it." Papers will not be accepted after 4 days (at that point, the paper would start at a 60 and would be a failing paper). 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.

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. If class has begun and it is after 8:55, papers will be marked 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.

Learning Checks Late Policy

Learning Checks will be accepted up to 24 hours late, with a full grade deduction (A goes down to B; B goes down to C; C goes down to D; D goes down to F). Learning checks will not be accepted after 24 hours.

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. If you do not document something that is interfering with your school work, when it is happening, I cannot make exceptions after the fact.

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>		
1/18	Introduction to Course	
1/20	Introduction to Developmental Psychology & Methodology Service Times and Preferences Due OR Opt-Out Form Due	Shaffer Ch 1
<u>Week 2</u>		
1/25	Theories in Developmental Psychology	Shaffer Ch 2
1/27	Recent Perspectives on Developmental Psychology	Shaffer Ch 3
<u>Week 3</u>		
	Week 1 of Service	
2/1	Prenatal Development & Birth	handouts
2/3	Conference 1: Focus on Conception to Birth	AE 1, 3, 38
<u>Week 4</u>		
2/8	Emotion & Temperament	Shaffer Ch 4
2/10	Conference 2: Emotional Issues and Resiliency	AE 18, 19, 20
<u>Week 5</u>		
2/15	Attachment	Shaffer Ch 5
2/17	Conference 3: Attachment	AE 6, 26, 27,
<u>Week 6</u>		
2/22	Sex and Gender	Shaffer Ch 8
2/24	Conference 4: Gender Recognition, Behavior, and Socialization	AE 23, 24, 34,
<u>Week 7</u>		
3/1	Aggression	Shaffer Ch 9
	Learning Check 1 Due (weeks 1-6)	
3/3	Conference 5: Bullying	AE 16, 22, 25
SPRING BREAK		
<u>Week 8</u>		
3/15	Discussion of The Giver	
3/17	Achievement	Shaffer Ch 7
<u>Week 9</u>		
3/22	Conference 6: Learning in School	AE 14, 15, 16
3/24	Family Best Practices Paper Due	Shaffer Ch 11
<u>Week 10</u>		
(3/29)	Last week of service Age 7 in America (Film)	
(3/31)	Age 14 in America (Film)	
<u>Week 11</u>		
4/5	Discussion of Age 7/14 in America	
4/7	Conference 7: Parenting and Siblings	AE 28, 35, 39

Week 12

4/12	Extrafamilial Influences: Peers	Shaffer Ch 13
4/14	Conference 8: Peer Interactions	AE 21, handouts
	Learning Check 2 Due (weeks 7-12)	

Week 13

(4/19)	Make-up week for service if missed b/c of a no-school day	
	Scholarship Day—required to attend student talks during class time	
4/21	Extrafamilial Influences: TV, Computers, School	Shaffer Ch 12
	Conference 9: Causes and Effects	AE 8, 37, 41

Week 14

4/26	Discussion of Service
4/28	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: 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, January 20th, AT THE START OF CLASS.

Service Log Sheet

Name: _____

Date	Time spent	Activity/location	Signature

Total Hours: _____