

**Psychology 370: Infancy & Childhood**  
**Moravian College**  
**Spring 2013**

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

**Office Hours:** TR 11:30-12:30, W 11:00-12:00, email to schedule other times or drop in to see if I'm in my office!

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**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.). (2013). *Annual editions: Child growth and development (12/13) (19<sup>th</sup> 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 (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. 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 well-organized and informative “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. The Giver**

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. In lieu of a midterm, students will read this book, complete a written assignment, and engage in a class discussion of the book.

### **4. Letter to your child**

In lieu of a final exam, students will write a letter to their hypothetical child to be read when the child is going off to college. Specifics of this assignment will be distributed later in the semester.

### **5. Parenting on the web research paper**

The internet now provides parents with a wealth of information. You will complete a research paper based on internet sources only (yes, that is correct!) You will pick a topic and capture what people find on that topic online. You will evaluate it and conclude how good a source the internet is for parents. All sites/pages used must be printed and turned in with the paper. More details will be distributed separately.

### **6. Children in Action**

Three times throughout the semester, you will be required to turn in a “Children in Action” assignment. These can take on different forms and written reports will be turned in on the due dates: observations of children, child-related topics in the news, service with children. You must do at least two different activities for your three assignments (i.e., you cannot do 3 observations). We will discuss these assignments in more detail in class. Write-ups should be approximately 2-3 pages in length. They must be closely tied to course material and you must demonstrate that in your write-ups.

## Grades

Class Participation	10%	<i>Note: Even if you attend, if you say nothing, you will get 50%.</i>
Conference Session Leader & Handout	10%	
The Giver paper	20%	<i>Note: Failure to attend the discussion of The Giver will result in a 10-point discussion on the paper.</i>
The Giver discussion	5%	
Letter to your child paper	20%	
Parenting on the web research paper	15%	
Children in action x 3	15%	
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. These considerations may affect the misc. 5% grade assignment.**

## 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)—doctor's note **MUST** be provided at the class following the missed class (they will not be accepted after that). 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 zero points for class discussion and a 10 point deduction on the corresponding written assignments (i.e., The Giver paper).

### **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 (10:20am)—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 10:20, papers will be marked late.

## **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.

## PART IV: SCHEDULE

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
<u>Week 1</u>		
1/15	Introduction to Course	
1/17	Introduction to Developmental Psychology & Methodology	Shaffer Ch 1
<u>Week 2</u>		
1/22	Theories in Developmental Psychology	Shaffer Ch 2
1/24	Recent Perspectives on Developmental Psychology	Shaffer Ch 3
<u>Week 3</u>		
1/29 class	Prenatal Development & Birth	handouts in
1/31	Conference 1: Focus on Conception to Birth <b>Children in Action 1 Due</b>	AE 1, 2, 3
<u>Week 4</u>		
2/5	Emotion & Temperament	Shaffer Ch 4
2/7	Conference 2: Emotional Issues and Resiliency	AE 16, 18, 19
<u>Week 5</u>		
2/12	Attachment	Shaffer Ch 5
2/14	Conference 3: Attachment <b>Children in Action 2 Due</b>	AE 25, 26, 37
<u>Week 6</u>		
2/19	Sex and Gender	Shaffer Ch 8
2/21	Conference 4: Sex and gender issues Article: "Swedish School's Big Lesson Begins With Dropping Personal Pronouns" (attached to syllabus)	AE 4, 22
<u>Week 7</u>		
2/26	Aggression	Shaffer Ch 9
2/28	Conference 5: Peer Group Behavior <b>Children in Action 3 Due</b>	AE 11, 20, 24
<b>SPRING BREAK</b>		
<u>Week 8</u>		
3/12	Family	Shaffer Ch 11
3/14	Conference 6: Parenting and Siblings	AE 27, 31, 32
<u>Week 9</u>		
3/19	<b>Discussion of The Giver, Papers Due</b>	
3/21	Conference 7: Learning in School	AE 14, 15, 16
<u>Week 10</u>		
3/26	Extrafamilial Influences: Peers	Shaffer Ch 13
3/28	Conference 8: Kids Outside the Home	AE 23, 33, 39

Week 11

4/2 Age 7 in America (Film)  
4/4 Age 14 in America (Film)  
**Research Paper Due**

Week 12

4/9 Discussion of Age 7/14 in America  
4/11 Conference 9: Special Cases—Trauma, Victimization, Illness AE 34, 36, 38

Week 13

4/16 Conference 9: Epilogue and misc Shaffer Ch 14  
Handouts  
4/18 **Letter to your child due**

Week 14

4/23 Catch up...make up for snow days and falling behind...  
4/25 Wrap-Up, Evaluations  
**Misc assignment due: The most significant thing my parents did for me when I was growing up/What they might have done better...**

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.