

**Psychology 370  
Child Development  
Moravian College  
Spring 2014**

*“Give us theories, theories, always theories.  
Let every man who has a theory pronounce his theory.”  
-James Mark Baldwin*

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**Instructor:** Dr. Michelle Stroffolino Schmidt  
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**Class Time:** T 1:10-3:45pm

**Office Hours:** TR 11:30-12:30; W 11:00-12:00; any other time of mutual convenience

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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 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.

**NOTE: YOU ARE RESPONSIBLE FOR READING THIS SYLLABUS IN ITS ENTIRETY. WHEN SOMETHING IS DUE OR LATE, FOR EXAMPLE, REVIEW THE SYLLABUS TO BE SURE YOU ARE DOING THE RIGHT THING.**

## **Required Readings**

Junn, E.N., & Boyatzis, C.J. (Eds.). (2011). *Annual editions: Child growth and development (13/14)* (20<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 child development. That broad topic will be covered in the textbook in an interactive lecture format in class. We also will narrow down that larger topic and focus on specific current topics in interactive discussions with student leaders.

## **Grades**

Class Participation	10%
Four questions from the reading	10%
<u>The Giver</u> book analysis*	15%
“Coffee with the Experts”	
Nomination Paper	15%
Nomination Speech	5%
Integrative Question	15%
Coffee with the Experts Roundtable**	15%
Children in the news (x2)	15%

\* *Failure to participate in The Giver discussion will result in a 5 point deduction on The Giver paper grade.*

\*\* *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 Experts Roundtable participation grade.*

The instructor reserves the right to use qualitative judgment when assigning grades and final grades. Adjustments to grades may be made, for example, for coming to class late on a regular basis, turning assignments in late on a regular basis, using a cell phone in class, falling asleep in class.

## Components of the Course

### **1. Participation in our Learning Community and Conference Sessions**

The second half of most classes will be devoted to a conference-style discussion of one or two readings that serve to bridge the gap between principles and theories and the real world. The goal of these conference sessions is for students to enrich their 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 should stimulate critical thinking and promote discussion.

Participation. Class participation is required in every class discussion. The expectation in this course is that you will actively participate in our conference sessions. Participation should be substantive and based on class readings. Personal experiences may be used for discussion if they are substantively connected to the course material.

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.* Students will complete a self-evaluation of their participation for each discussion day and will get feedback on that sheet after each discussion. If at any time you would like to discuss your level of participation, please feel free to come and see me.

Questions. For our discussions, we will all be equal participants. For each discussion session, students will each turn in 4 questions that can be posed to the class for discussion (bring a copy of the questions for yourself as well for reference during the class discussion). Questions must be typed and turned in at the start of each class. Questions should demonstrate critical thinking about the materials. Questions will be graded for the level of critical thinking that is demonstrated in the questions. For instance, a low grade will be assigned for the question, “Do you think daycare is related to aggression,” in response to an article entitled, “The relationship between daycare and aggression.” Go beyond the obvious!

### **2. 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. Students will read this book, complete a book analysis, and engage in a class discussion of the book.

The purpose of the book analysis is to analyze the content of the book in relation to various topics presented throughout the semester. Detailed guidelines for the Book Analysis will be distributed separately.

Students must work independently on the assignment and may not discuss the assignment with classmates. All projects must be turned in at the start of class on the due date. Once class begins, projects will be considered late. A ten-point deduction will be applied for each partial or full day late, up to five partial and full days late (at which time, projects will no longer be accepted), beginning at 1:00 on the due date.

We will engage in a class discussion on the book on the day papers are due. Students are expected to participate in that discussion. Anyone who does actively participate will receive a 5-point deduction on The Giver paper assignment.

### 3. Coffee with the Experts

Nomination Paper  
Nomination Speech  
Integrative Question  
Coffee with the Experts Roundtable

During the scheduled final exam period for this course, we will hold a “coffee with the 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 a person, by lottery, whose work has had a significant impact on the field of child development. You will assume the role of this person in our “coffee with the experts” session and will enter a discussion and debate about relevant issues and questions within developmental psychology with the panel of other experts in the room. The goal of this session will be to consider important questions in developmental psychology from the perspectives of leaders in the field and to experience “first hand” the differences in opinion, conceptual background and theories, and empirical work that are responsible for bringing the field to its current state.

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

- a. Nomination. Students will each write a paper in which they nominate their researcher/theorist for The G. Stanley Hall Award for Distinguished Contribution in Developmental Psychology, awarded each year by the Developmental Psychology Division of the American Psychological Association.

“This award is given to a single individual (sometimes a research team) who has made distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors. Evaluations are based on the scientific merit of the individual's work, the importance of this work for opening up new empirical or theoretical areas of development psychology, and the importance of the individual's work in linking developmental psychology with issues confronting the larger society or with other disciplines.” (see <http://www.apa.org/about/awards/div-7-hall.aspx>)

Nomination Papers will likely be 4-5 pages. Students will provide a rationale for the person's nomination through discussion of the theorist's professional background and experience, research program, published works, and important empirical/theoretical developments (appropriate APA citations and Reference page are expected). Nominations forms will be distributed in class.

- b. Nomination speech. In addition to writing the Nomination Paper, students will orally present their nominations to the class in order for all theorists to become familiar with one another, and for the class to be able to vote on the three most influential researchers/theorists. Each presenter will be permitted approximately ten minutes to make his or her case. Specific guidelines for the nomination speeches will be discussed in class. See the course schedule below for the dates of nomination speeches.

- c. Integrative question. Students will be provided with a question and will answer the question from the perspective of their researcher/theorist. Papers will be approximately 3-4 pages in length. This assignment will serve two purposes: (1) to review course material, and (2) to practice being a theorist and speaking from a theorist's perspective.
- d. Suggested question for CWE. Each student will turn in a suggested question for our Coffee with the Experts Roundtable discussion. Questions will be due the second to last week of classes and will be returned as a compiled list at our last class meeting. These questions will be the possible questions for the final Coffee with the Experts session.

#### **4. Children in the News**

There are myriad articles on infancy and childhood that appear in newspapers on a regular basis. You will be required twice during the semester to turn in a recent (since January 2013) news article (not an opinion piece or a blog) from one of the following newspapers ONLY: the New York Times, the Washington Post, the Philadelphia Inquirer, the LA Times, USA Today, the Wall Street Journal, the Daily News of New York, or the New York Post. Topics must be related to topics of the course—check your syllabus or text if you are unsure.

With the article, you must write a 3 paragraph paper: a) 1 paragraph summary of the article; b) 1 paragraph connecting the article to the course content in some way; and (c) 1 paragraph reaction to the article. Papers should be single spaced with each of the three paragraphs labeled (Summary, Course Connection, Reaction) and a double space between the three paragraphs.

**You will not get credit for the assignment if the newspaper article does not meet the outlined criteria for articles and the write-ups.**

## 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 (1:10pm)—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 1:10, papers will be marked late.

## **Learning Services Office**

The Learning Services Office “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. If you do not document something that is interfering with your schoolwork, when it is happening, I cannot make exceptions after the fact. If you miss more than 2 days of classes, you should contact Learning Services.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
<u>Week 1</u> 1/14	Introduction to Course Introduction to Developmental Psychology & Methodology	Shaffer Ch 1
<u>Week 2</u> 1/21	Theories in Developmental Psychology Recent Perspectives on Developmental Psychology Theorist selections/evaluating theories	Shaffer Ch 2 Shaffer Ch 3
<u>Week 3</u> 1/28	Prenatal Development and Birth Discussion <b>Children in the News 1</b>	handout AE: 1-3
<u>Week 4</u> 2/4	Emotion and Temperament Discussion	Shaffer Ch 4 AE: 16-18
<u>Week 5</u> 2/11	Intimate Relationships: Attachment Discussion <b>Children in the News 2</b>	Shaffer Ch 5 AE: 6, 10, 26
<u>Week 6</u> 2/18	Sex and Gender Discussion	Shaffer Ch 8 AE: 21, 25, 30
<u>Week 7</u> 2/25	Aggression and Antisocial Conduct Discussion	Shaffer Ch 9 AE: 20, 22, 14
<b>SPRING BREAK</b>		
<u>Week 8</u> 3/11	<b>The Giver Paper Due (paper to focus on content of weeks 3-7)</b> <b>The Giver Discussion</b>	
<u>Week 9</u> 3/18	Family Discussion	Shaffer Ch 11 AE: 27-29
<u>Week 10</u> 3/25	<b>Introduction of Theorists/Nomination Speeches</b> <b>Nomination Papers Due</b>	
<u>Week 11</u> 4/1	Extrafamilial Influences: Peers Discussion	Shaffer Ch 13 AE: 32, 23 (handout)



Week 12

4/8

Self and Social Cognition

Discussion

**Integrative Question Due**

Shaffer Ch 6

TBD

Week 13

4/15

Putting the pieces together

**Suggested Question for CWE Due**

Epilogue

Week 14

4/22

Catch-up, evaluations

**Review for CWE**

**4/30 (8:30am) COFFEE WITH THE 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.

**Theorists/Researchers  
Child Development**

Sigmund Freud

Erik Erikson

Jean Piaget

John Bowlby

Mary Ainsworth

Albert Bandura

Lev Vygotsky

Eleanor Maccoby

William (Bill) Hartup (W.W. Hartup)

John Coie

Urie Bronfenbrenner

Carroll Izard

June Price Tangney

Inge Bretherton

Diana Baumrind

Dante Cicchetti

Sandra Scarr (focus on genetics v. environment and parental influence)

Michael Lewis (Rutgers)