

**Psychology 370  
Child Development  
Moravian College  
Fall 2015**

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**Instructor:** Dr. Michelle Stroffolino Schmidt  
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**Class Time:** TR 1:10-2:20

**Office Hours:** Mondays 10-11; Tuesdays 10-12; Thursdays 11-12; we can schedule appts at other times!

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**Course Goal**

Child Development is designed to trace the development of the child from the prenatal period to the end of child/pre-adolescence. Emphasis will be placed on understanding current issues in cognitive, social, and emotional development. Topics to be discussed include emotion, attachment, 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 disciplinary 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 discipline.

**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.). (2015). *Annual editions: Child growth and development (14/15)*.

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 15%

Four questions from the AE readings each week 10%

Mini Exam 1 15%

Mini Exam 2 15%

Mini Exam 3 15%

The Giver Discussion\*

Learning in Depth (choose 1): 20%

A. Service learning (Easton or Bethlehem)

B. Traditional research paper on a topic in child development

Presentation of service or research paper\*\*

\* *Failure to participate in The Giver discussion will result in a 10-point deduction on The Giver paper/exam grade.*

\*\* *Failure to present your service work or research paper will result in a 10-point deduction on the final grade for "Learning in Depth."*

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**

On most Thursdays, we will engage in a conference-style discussion of 2-3 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, use it as a tool for a “mini exam,” and engage in a class discussion of the book.

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 mini exam is due. Students are expected to participate in that discussion. Anyone who does actively participate will receive a 10-point deduction on the mini exam associated with The Giver.

### 3. Choose your assignment

#### A. Service learning.

This option will involve completing 16 hours of service at one of two elementary schools. In order to choose this option, you will need to get your clearances or provide copies of your clearances if they are current.

Tentatively, you will complete your service hours in no less than 8 visits, with no more than 1 visit per week, unless I make arrangements with the site coordinators for different scenarios. After each visit, you will complete a reflection paper that relates your observations/experiences to course material. More details will follow as we work out the details with the contact person at Donegan and Cheston Elementary Schools.

#### B. Research paper

This option involves the completion of an APA style literature review on an approved topic related to our course. You will research and locate approximately 12 empirical articles on your topic. Your literature review will be approximately 8-10 pages in length (excluding cover page and Reference page). Before fall break, you will need to set up an appointment to meet with me to go over your sources (at least 5) and outline. Failure to do this successfully will result in forfeiture of feedback and a 10-point deduction on the final paper. Separate guidelines will be distributed in class.

### 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/Assignments**

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/assignments/exams for this class.

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.

**EXAMS WILL NOT BE ACCEPTED LATE.**

### **Academic Support Center**

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

**MODIFIED VERSION!**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
<u>Week 1</u>		
9/1	Introduction to Course	
9/3	Introduction to Developmental Psychology & Methodology	Shaffer Ch 1
<u>Week 2</u>		
9/8	Theories in Developmental Psychology	Shaffer Ch 2
9/10	Recent Perspectives on Developmental Psychology	Shaffer Ch 3
<u>Week 3</u>		
9/15	<b>“Mini Exam” 1 (Chapters 1, 2, 3)</b>	
9/17	Prenatal Development and Birth	handout on 9/17
	Please read:	
	<i>Should You Bring Your Unborn Child to Work?</i>	Annual Editions
	<i>Daddy Track: The Case for Paternity Leave</i>	
	<i>Why Fathers Really Matter</i>	
<u>Week 4</u>		
9/22	Emotion and Temperament	Shaffer Ch 4
9/24	<i>Why Can Some Kids Handle Pressure While Other Kids Fall Apart?</i> <i>To Help a Shy Child, Listen</i>	Annual Editions
<u>Week 5</u>		
9/29	Intimate Relationships: Attachment	Shaffer Ch 5
10/1	<i>Why Parents Need to Let Their Children Fail</i> <i>Handout</i>	Annual Editions
<u>Week 6</u>		
10/6	Sex and Gender	Shaffer Ch 8
10/8	<i>Biology Doesn't Justify Gender Divide for Toys</i> <i>Building Resilience Among Black Boys</i>	Annual Editions
<u>Week 7</u>		
10/13	FALL BREAK	
10/15	“Mini Exam 2” (Chapters 4, 5, 8) Take Home Due The Giver Discussion	The Giver
<u>Week 8</u>		
10/20	Aggression and Antisocial Conduct	Shaffer Ch 9
10/22	<i>Selling a New Generation on Guns</i> <i>A Court Put a 9-Year-Old in Shackles for Stealing Chewing Gum...</i> <i>Certain Television Fare Can Help Ease Aggression in Young Children</i>	Annual Editions
<u>Week 9</u>		
10/27	Family	Shaffer Ch 11
10/29	<i>New Ways to Protect Children</i> <i>The Case Against Spanking: Physical Discipline is Slowly Declining...</i>	Annual Editions
<u>Week 10</u>		
11/3	Extrafamilial Influences: Peers	Shaffer Ch 13

11/5	<i>An All-Out Anti-Bullying Focus Handout</i>	Annual Editions
<u>Week 11</u>		
11/10	Self and Social Cognition	Shaffer Ch 6
11/12	<i>The Sexualization of Girls: Is the Popular Culture Harming Our Kids? Is Your Child Gay?</i>	Annual Editions
<u>Week 12</u>		
11/17	“Mini Exam” 3 (Chapters 9, 11, 13)	
11/19	Special Topics: ADHD <i>ADHD Among Preschoolers</i> <i>Is It Really ADHD?</i>	Annual Editions
<u>Week 13</u>		
11/24	Special Topics: Autism <i>1 in 6 Children Now Has a Diagnosis of Autistic Spectrum Disorder, Why? Unlocking Emily’s World</i>	Annual Editions
11/26	Happy Thanksgiving!	
<u>Week 14</u>		
12/1	Discussion of service and presentation of research papers	
12/3	Discussion of service and presentation of research papers	

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.