

HUM DEV 331: Infancy and Early Childhood
Monday/Wednesday/Friday: 9:30am-10:25am
Section 001; Class Number 10665
Fall 2009 – MAC 206

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Office hours: Mondays and Wednesdays from 10:30am-12:30pm & 2:30pm-3:30pm

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Course description: In this course we will focus on the developmental changes that take place from birth to six years of age. We will cover several aspects of these changes including the major milestones (what changes?) in physical development, cognitive development, social development and emotional development. We will discuss theories of development (why does it change?) and research methodologies (how do we know?). We will also discuss how infants and young children can contribute to their own development and how culture affects the developing child. After this course you will have an appreciation for the field of human development as a science of change and be able to think critically about the relationship between developmental theory and research.

This course meets the following Human Development Learning Outcomes:

- Students will understand physical, cognitive, emotional, and social development across the life span and the major theoretical perspectives in the field.
- Students will learn to evaluate alternative approaches to promoting optimal human development
- Students will present material effectively in class participation and in individual and group oral presentations.

Required text: Berk, Laura E. (2008). *Infants and Children*. 6th Edition. Pearson Allyn & Bacon.

Clickers: We will be using clickers, aka, student response systems, in our class this semester. Clickers are small hand-held devices that allow all students in a class to "vote" or respond to survey and quiz questions presented in class. You will pick up your clicker on the third floor of the Cofrin Library at the Circulation desk. There will be signs indicating the exact location. You will check out a clicker just like you check out a library book. You will need to bring your student ID. Look for an e-mail from your instructor with more details on clickers.

You must have a clicker by our third class (Wednesday, September 9, 2009).

Additional information can be found on the web at <http://www.uwgb.edu/learntech/CLICKERS/INDEX.htm>

Attendance: Attendance is highly recommended. Information will be covered in class that is not covered in the book. You will be responsible for information that is discussed in class, regardless of whether or not it is included in the readings. Additionally, there may be the possibility of a few extra credit points over the course of the semester through in-class activities. You are encouraged to ask questions and participate in class discussions.

Class Expectations: I expect that you will attend all classes and come prepared to each class. I expect that during class you will use common courtesy by not text messaging or accessing online sites not pertinent to the current class work, etc. Should these expectations not be met, you may be asked to remove yourself from the classroom.

Readings and Clicker Quizzes: Please complete the assigned readings prior to class. Keeping up with the reading will help you both get more out of class discussions and aid in your retention of the material. In addition, information from the readings will be on the exams. In order to facilitate the reading of the material prior to class, clicker quizzes will be administered during class time. The days in which clicker quizzes will take place are starred (*) on the detailed schedule at the end of this syllabus. You will be allowed to drop your four lowest clicker quiz scores; only the 25 highest scores from the 29 clicker quizzes will count towards your final grade.

The clicker quizzes may take various forms, such as four questions at the beginning of class, four questions at the end of class, or four questions presented throughout the lecture. The questions will appear in a variety of formats, such as true/false and multiple choice. The problems on the clicker quizzes will provide you with an opportunity to test whether or not you really understand the material you have read (and in some cases the material elaborated upon in class). In addition, the problems will be very similar to those that appear on the exams and, thus, the clicker quizzes will provide you with experience with the type of questions you will see on exams.

Exams: There will be three exams, each worth 50 points. Exams will consist of multiple-choice, matching, and/or short essay questions. You will be responsible for everything covered in the textbook and in the lectures. I will design questions that test your knowledge of the general concepts and definitions, underlying principles, and important experimental methods and results. You should study and read for comprehension as opposed to rote memorization, keeping in mind you will also need to learn particular terms for ideas.

Please note that, except under extreme circumstances, **no make-up exams will be given**. Because exam dates are specified well in advance you are expected to be able to take all of them. If you miss an exam without prior authorization from me, you will receive 0 points for that particular exam. Exceptions for catastrophic cases will be reviewed individually and will require proper documentation.

Final Project: The goal of the final project is to give you a chance to apply what you will be learning in class to enhance development through the creation of a toy or game. To this end, in groups of 2-3, you will research a specific topic of your choice within the birth to six years age range, and based on research and theories of development, you will design a toy or game that can aid development in that specific context. Individual points (9 points) and group points (4 points) will be available as "checkpoints" to help encourage your group to work on the project throughout the semester. See the "Final Project" handout for more details.

Please note that this is a **group** project. At the end of the semester you will be asked to evaluate how much effort/time/etc. each group member contributed to this group project. The total project is considered to be 100% - so if 3 group members contributed equally, all would contribute 33.3%. If one group member contributed only a little and two group members contributed a lot, one group member might receive 20% whereas the other two group members would each contribute 40%.

Course website: Course announcements, grades, the syllabus, homework assignments, and other information relevant to the course will be posted on D2L: <https://uwgb.courses.wisconsin.edu>
Please look at the site regularly as ALL dates are tentative and are subject to change.

From the University: As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact should be made with the Disability Services Office and the instructor during the first week of class.

Grading:

3 exams @ 50 points each	150 points
Final Project (prototype; presentation; brief report)	50 points
*check points (individual & group)	13 points
Peer Evaluations (approx. 15 @ 1 point each)	15 points
29 clicker quizzes @ 4 points each (116 pts)	100 points
*four lowest are dropped (-16 pts)	
Total (approx.)	328 points

Grades will be assigned in the following manner:

A	93-100%	C	73-77%
A/B	88-92%	C/D	68-72%
B	83-87%	D	60-67%
B/C	78-82%	F	<60%

I reserve the right to modify the course requirements and/or schedule as deemed appropriate and with reasonable notice of such revisions.

Day	Date	Topic	Reading Due
F	9/4	Course Introduction	
M	9/7	Labor Day – No class	
W	9/9*	Chapter 1: <i>History, Theory, & Research Strategies</i>	Chapter 1
F	9/11*		
M	9/14*		
W	9/16*	Chapter 2: <i>Biological and Environmental Foundations</i>	Chapter 2
F	9/18*		
M	9/21*		
W	9/23	Final Project – Day One	
F	9/25*	Chapter 3: <i>Prenatal Development</i>	Chapter 3
M	9/28*		
W	9/30*	Chapter 4: <i>Birth and the Newborn Baby</i>	Chapter 4
F	10/2*		
M	10/5*		
W	10/7	Exam One: Chapters 1-4	
F	10/9	Final Project – Day Two	
M	10/12*	Chapter 5: <i>Physical Development in Infancy and Toddlerhood</i>	Chapter 5
W	10/14*		
F	10/16*		
M	10/19*	Chapter 6: <i>Cognitive Development in Infancy and Toddlerhood</i>	Chapter 6
W	10/21*		
F	10/23	Final Project – Day Three	
M	10/26*	Chapter 6 con't	

W	10/28*	Chapter 7: <i>Emotional and Social Development in Infancy and Toddlerhood</i>	Chapter 7
F	10/30*		
M	11/2*		
W	11/4	Exam Two: Chapters 5-7	
F	11/6*	Chapter 8: <i>Physical Development in Early Childhood</i>	Chapter 8
M	11/9*		
W	11/11*		
F	11/13*	Chapter 9: <i>Cognitive Development in Early Childhood</i>	Chapter 9
M	11/16*		
W	11/18*		
F	11/20*	Chapter 10: Emotional and Social Development in Early Childhood	Chapter 10
M	11/23	Final Project Preparation	
W	11/25	Final Project Preparation	
F	11/27	Happy Thanksgiving	
M	11/30*	Chapter 10 con't	
W	12/2*	Chapter 10 con't	
F	12/4	Exam Three: Chapters 8-10	
M	12/7	Final Project Presentations & Peer Evaluations	
W	12/9	Final Project Presentations & Peer Evaluations	
F	12/11	Final Project Presentations & Peer Evaluations	
M	12/14	Course Conclusion & Final Thoughts	
F	12/18	Brief Reports due in my office *hand them directly to me between 8:00-10:00am	