

# Infancy & Early Childhood

Hum Dev 331 – 2 (SIS#: 10667)

Fall 2009

M, W from 2:15 – 3:35 PM in **WH 324**

## **PROFESSOR:**

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## **COURSE DESCRIPTION:**

This course is a survey of the portions of the lifespan from conception through early childhood (age 6). It is designed to help students become familiar with the various biosocial, cognitive, and psychosocial components involved in understanding human development during infancy through early childhood. This also includes an understanding of the various contexts in which children develop as well as major theories that are used to guide research. Students will also learn about how scientists and researchers study child development. A final goal of this course is to encourage students to think critically about this period of the lifespan, the information that is known about this developmental period, and how this applies not only to their own experiences, but to other classes and arenas outside of academics.

**LEARNING OUTCOMES:** By the end of the course, students will have demonstrated an understanding of:

1. empirical research on child development and related issues;
2. the major theories that researchers use to guide their work on infants and children;
3. how human development occurs as a result of the interaction of the biosocial, cognitive, and psychosocial systems; and
4. the vital importance of studying children to better understand adolescents and adults.

This course is also designed to address each of the five Departmental Learning Outcomes (See: <http://www.uwgb.edu/humdev/about/outcomes.asp>)

## **REQUIRED TEXT:**

Berger, K. S. (2009). *The Developing Person Through Childhood*. (5<sup>th</sup> Edition). New York: Worth Publishers.

## **COURSE FORMAT:**

Course content will be presented with a variety of approaches including lecture, class discussion, audio/visual presentations, and group activities. Appropriate text and activities along with subtopics to be discussed are all listed by date in the syllabus. Exam dates and due dates for homework assignments are noted in the syllabus as well. Handouts and announcements will be posted on D2L. Several assignments will be turned in using D2L, and are DUE BY 2PM THE DATE THAT THEY ARE DUE (assignments are noted below).

**EVALUATIONS (500 points total):****(1) Out-of-Class Assignments** (75 points/15 percent)

Out-of-class assignments are designed to increase students' critical thinking skills as well as increase students' knowledge of empirical research on infants/children. There are three out-of-class assignments: posting a peer-reviewed journal article with a summary of findings on the D2L discussion board, responding to two classmates' articles/summaries on the D2L discussion board, and completing a child birth interview paper. Instructions for each assignment are discussed in more detail below. The total points possible for out-of-class assignments are 75 points. Due dates are noted in the Course Calendar. **All assignments should be turned in via D2L by 2PM the day that they are due.**

**(2) Observation of Infants/Children – Four Components** (150 points/30 percent)

Students will observe infants and children and complete four components of the observation assignment. The four components include: 1) Summary of infant observation and outline of final paper, 2) Final observation paper, 3) Observation presentation, and 4) Presentation reactions. Due dates are noted in the Course Calendar and instructions for each component are discussed in more detail below. **Components #1 and 2 should be turned in via D2L and are due by 2PM the day that they are due. Components #3 and 4 will be completed in class; therefore, students must be present to receive points.**

**(3) Exams** (159 points/32 percent)

Three multiple-choice and short answer exams will be given during class, as noted in the Course Calendar. Exams will include 40 multiple-choice questions and up to five short answer questions. Each exam will be worth 53 points. Exams will cover material presented in class and in the readings. Exam III is not comprehensive. Please be **on time** for the exams. If a student must miss an exam due to an emergency or University function, notice must be given to the instructor prior to the exam date. If no prior notice is given, a make-up essay exam will be administered within one week of the missed exam date. The use of ANY mobile electronic devices during exams is PROHIBITED (e.g. cells phones, PDA's, calculators, MP3 players, etc.). Additional details about exams will be provided during class.

**(4) In-Class Assignments** (80 points/16 percent)

Over the course of the semester, 10 short assignments (case studies, reflection/thought papers, etc.) will be given randomly at the instructor's discretion. Each of the assignments will aim to apply class concepts to real world situations and/or students' lives. Each assignment will be worth 10 points and the TWO lowest scores will be dropped from the final grade. If a student is absent the day the assignment is given, 0 points will be given for that assignment. **Short assignments cannot be made up or rescheduled as they apply to that day's topic.**

**(5) Class Attendance and Participation** (36 points/7 percent)

Class courtesy is particularly important where strong and divergent positions are held about a topic. Class will be conducted in an informal, relaxed manner, and class members will have ample opportunity to ask questions, share points of view, and dialogue with one another about aspects of infant and early childhood development discussed in class, always with respect for others and their points of view. As part of students' overall evaluation in the class, they will be awarded **36 points** for participation as determined by individual class involvement throughout the semester. **As such, students are expected to contribute to class discussions.**

**GRADING SCALE:**

A: 463-500 points

AB: 438-462

B: 413-437

BC: 388-412

C: 363-387

CD: 338-362

D: 298-337

F: 0-297

**SUMMARY OF EVALUATIONS (\* items = turn in via D2L):**

Peer-reviewed journal article, summary of findings – September 18*	25 points possible
Child birth interview – October 5*	30 points possible
<b>Exam I – October 7</b>	53 points possible
Responses to TWO classmates' posted article/summary – October 16*	20 points possible
Observation component #1 – October 26*	20 points possible
<b>Exam II – November 11</b>	53 points possible
Final observation paper – December 2*	50 points possible
Observation presentation – December 7, 9, 14	50 points possible
Three presentation reactions – One on each of three presentation days	30 points possible
<b>Exam III – Wednesday, December 16, 1-3PM</b>	53 points possible
Short assignments	80 points possible
Class attendance and participation	36 points possible
<b>TOTAL POINTS POSSIBLE</b>	<b>500</b>

**COURSE POLICIES:****ACADEMIC HONESTY**

Students are expected to complete their own work. Cheating and plagiarism **will not be tolerated** on exams or any assignments, and will be directly confronted and handled according to the procedures defined in the UWGB student handbook (see [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/pdfs/uws014.pdf](http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf)).

**LATE ASSIGNMENTS**

No late assignments will be accepted. In the event of a documented emergency or University function, assignments will be accepted. Documentation is required for all emergencies and notification of missing class must occur prior to missing class. Late assignments will NOT be accepted if technological difficulties, forgetting to hand in the assignment, or putting it under the instructor's door, to name a few, are involved.

**IDENTIFICATION ON EXAMS & CHILDBIRTH INTERVIEW/COMPONENTS #1, 2**

To ensure that the evaluation of these assignments and exams is as fair and unbiased as possible, students' names should **NOT** be included on the front of these assignments or the short answer portion of the exams. Instead, the last nine digits of the student's UWGB ID should be used on the front, whereas names should be on the last page of the paper and on the back of exams.

**ATTENDANCE**

Attendance is expected. If students have to miss class, get the notes from a reliable classmate, not from the instructor. Students are responsible for ALL material and assignments presented in class, as well as in the text. Lectures may bring something entirely different from what is in the text.

**ACCOMMODATIONS**

If a student needs an accommodation based on the impact of a disability, please contact the instructor privately to discuss specific needs. Please contact the Office of Disability Services at 920-465-2841 in room 1700, Student Services Building, or contact the office using the online contact form at: <http://www.uwgb.edu/ds/contact/index.asp> for information regarding available options. Reasonable accommodations can be made unless they alter the essential components of the class.

**EVALUTATION CONCERNS**

If a student feels that he/she has been evaluated unfairly or inaccurately, the student should provide the instructor with a written argument addressing why the evaluation was unfair or inaccurate in order to address the concern within 72 hours of the grade being posted. The written argument should be based on facts and be at least ½ page long, typed, double spaced, 12-point font, 1-inch margins.

**TENTATIVE\* COURSE CALENDAR**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment Due</b>
1	9/2	NO CLASS		
2	9/7 9/9	NO CLASS Welcome; Internet Search/Research	Ch. 1	
3	9/14 & 9/16	Introduction; Theories of Development	Ch. 2	Journal article/summary post due <b>September 18 by 2PM (D2L)</b>
4	9/21 & 9/23	Heredity & Environment	Ch. 3	
5	9/28 & 9/30	Prenatal Development & Birth	Ch. 4	
6	10/5 10/7	Catch-up/Review for Exam I <b>EXAM I</b>		Child birth interview due <b>October 5 by 2PM (D2L)</b>
7	10/12 & 10/14	Infants: Biosocial Development	Ch. 5	Response to two classmates' summaries due <b>October 16 by 2PM (D2L)</b>
8	10/19 & 10/21	Infants: Cognitive Development	Ch. 6	
9	10/26 & 10/28	Infants: Psychosocial Development	Ch. 7	Observation component #1 due <b>October 26 by 2PM (D2L)</b>
10	11/2 & 11/4	Infants & Early Childhood: Special Topics		
11	11/9 11/11	Catch-up/Review for Exam II <b>EXAM II</b>		
12	11/16 & 11/18	Early Childhood: Biosocial Development	Ch. 8	
13	11/23 & 11/25	Early Childhood: Cognitive Development	Ch. 9	
14	11/30 & 12/2	Early Childhood: Psychosocial Development	Ch. 10	Final observation paper due <b>December 2 by 2PM (D2L)</b>
15	12/7 & 12/9	Student Observation Presentations		Presentations this week
16	12/14 12/16	Finish Presentations/Review for Exam <b>EXAM III @ 1-3PM</b>		

**\*Note:** Although rare, the dates and topics listed above may be subject to change during the semester.

## OUT-OF-CLASS ASSIGNMENT DESCRIPTIONS – 75 points

Out-of-class assignments will be used to increase students' critical thinking skills, knowledge of empirical research, and understanding of infant and child development. The following is a description of each out-of-class assignment:

### 1. Peer-reviewed journal article & summary – 25 points (Due September 18 by 2PM)

Each student will be asked to post a peer-reviewed journal article (as an attachment) which discusses an assigned topic from the Berger textbook related to infancy or early childhood on the D2L discussion board. Along with attaching the peer-reviewed article, the key results of the study described in the article should be posted in bullet-format along with how the result connects to the assigned text topic. In other words, the post should include at least THREE bullets (brief sentences IN YOUR OWN WORDS), each describing a key result from the study in the article and how that result connects to the assigned text topic. The full APA citation should also be included in the post.

How to find and read peer-reviewed articles will be covered in class (9/9). The following are suggested journals in which to find a peer-reviewed article:

- *Infancy*
- *Child Development*
- *Developmental Psychology*
- *Early Childhood Education Journal*
- *Journal of Marriage and Family*
- *Journal of Reproductive and Infant Psychology*
- *Infant Mental Health Journal*
- *American Psychologist*

### 2. Responses to TWO classmates' posted articles/summaries – 20 Points (October 16 by 2PM)

In the period after students post a peer-reviewed journal article and a bullet-format summary of results, students must respond to TWO of their classmates' summary postings on D2L. In the ONE PARAGRAPH responses, students should react to the results as well as identify how the results may inform people who work with infants and children (this may be professionals, parents, childcare providers, etc.). Some possible questions to consider or ideas to ponder when writing responses include:

- What relevance does this article's topic have for future professionals in the areas of education or family services?
- Are the results contrary to what has been taught in class? If so, what are they and why are they controversial?
- How can the results of the article provide help to future professionals?

**NOTE:** Can NOT respond to a classmate's posting that already has 2 responses; therefore, the sooner you complete this portion of the assignment, the more choice you will have in postings!!!

### 3. Child birth interview – 30 points (October 5 by 2PM)

The purpose of the assignment is to compare and contrast the birthing experiences across generations. Personally interview two mothers from two different generations (e.g. about 20 years apart – a mom and her mother; a mom and her aunt; a mom and your grandmother). Ask a **minimum of 10** questions. Be sure to ask the same questions to both persons (no second hand information please). It is a good idea to write the questions out ahead of time and leave space for the answers. Or, with permission, students might tape record the interviews. Have the mothers answer questions about **one birthing experience** only. Some possible questions that might be used are posted on D2L (students may add questions of their own).

The interview paper should include the year of each birth experience described, the questions asked (**minimum of 10**), a report of each mom's answers, and a concluding section in which the experiences are compared and contrasted. Remember to look for generational differences as well as similarities. The paper should be 2-3 pages, typed, SINGLE spaced and **use the following outline format and headings:**

Your name; Mom #1 - year of birth experience; Mom #2 - year of birth experience

Question 1 (written out) - Mom #1's answer followed by Mom #2's answer

Question 2 (written out), Mom #1 then Mom #2, and so on for every question asked

Conclusion: Summarize similarities and differences

**The grading rubric** is posted on D2L – review the rubric to ensure all requirements are fulfilled.

**NOTE:** Protect the confidentiality of the mothers by only identifying them as Mom #1 and Mom #2 – do not include their real names in the paper.

### **OBSERVATIONS OF INFANTS/CHILDREN (FOUR COMPONENTS – 150 points total)**

**NOTE:** On all of the following components, protect the identity of the children by using pseudonyms – DO NOT include any information in the paper or presentation that may reveal the identity of the children or their families.

#### **Component #1 – Infant Observation/Final observation paper outline – 20 points** (October 26 by 2PM)

Students must observe ONE infant (0-2 years) and ONE child (2-6 years) this semester. Although students will observe the infant and the child at the same time and in the same place (a minimum of 90 minutes should be spent in the observation setting), the infant observation will be written up first in a summary which includes **THREE ITEMS:** a) a preliminary write-up of the observation, b) an outline of the final observation paper (described below), and c) an APA style reference list of at least ONE peer-reviewed journal article dealing with the student's first observation in addition to one or more of the following: the text, the chart, and/or any other reference cited in the preliminary write-up.

a) The preliminary write-up should be 1 single-spaced page that discusses 2 areas of infant development observed. Specifically, choose 2 areas of development (i.e. gross/fine motor skills, cognitive development, language/communication development, temperament/social development) from the chart posted on D2L and discuss what the infant can or cannot do from his/her age group in the list. Also comment on whether the observed child was developing as expected or not. Students may use and cite the chart, text book, and the article.

b) The outline of the final observation paper should be a BRIEF list of the items that the student plans to write about in the final paper. Specifically, the 2 areas of development that were observed for the 2-6 year old should be listed, as well as the other components of the paper that are required and described below (Component #2).

c) Students must find and include in the final paper, TWO peer-reviewed articles related to what was observed in the children (1 related to the infant and 1 related to the child). For this assignment (Component #1), at least the infant-related journal article should be listed in APA style on the preliminary write-up as well as any other reference that was cited.

**Component #2 – Final observation paper – 50 points** (December 2 by 2PM)

The FINAL observation paper should be **double-spaced, 12 point font, 1 inch margins** (5-6 pages plus references/title page) and include FIVE ITEMS:

- 1) An introduction describing where the observation was completed, the age of the two children observed, and a list of the areas of development that were observed in the infant and the young child,
- 2) The edited and corrected infant observation paper (Component #1a described above, which the instructor will correct and return prior to the final observation paper due date),
- 3) The child (2-6 year old) observation, which should follow the same format as the infant observation paper (remember to connect to the course by citing the chart, text book, and the young child article),
- 4) A concluding section which includes at least THREE things that were learned by completing the observation and how this information can be used now and/or in the future, and
- 5) A reference page including both journal articles and any other sources cited within the paper in APA style.

**Component #3 – Observation presentation – 50 points** (December 7, 9, or 14 in class)

Students will present their findings from the observation of an infant and a young child to their classmates. Good presentation practices should be used (i.e. do not read from a paper, use eye contact, speak clearly and loudly, use emotion, etc.). Each student will have FOUR MINUTES to BRIEFLY describe their observation experience which should include FOUR ITEMS:

- 1) A ONE PAGE outline to help the student as well as his/her classmates follow along with the presentation. The handout should be in 24 point font, easily readable and will be displayed on the overhead during the presentation. The outline should be BRIEF, but have enough information to aid the presenter in speaking because NO OTHER NOTES will be allowed for the presenter!
- 2) An introduction which describes where the student observed, the age of the children, and the student's initial expectations for the observation;
- 3) The body of the presentation should include the areas of development that the student observed for the infant and child and ONE EXAMPLE of an item from the chart that was observed in each area. In addition, comment on whether the children observed were developing as expected or not; and
- 4) A conclusion that describes what was learned and how the information will be used in the future.

**Component #4 – Observation presentation reaction paper – 10 points each** (One due each of the three presentation days in class)

Each of the three presentation days, all students are required to write a ½ to 1 page reaction to the day's observation presentations, which are due at the end of the class period. Questions/ideas to think about as you react:

- How can the information be used in the future? Cite specific examples from the presentation.
- How did the information in the presentations connect to class topics? Cite specific examples.
- Was there any surprise information in the presentations? If so, what?