

**HUM DEV 331: Infancy and Early Childhood**  
Monday/Wednesday/Friday: 9:30am-10:25am  
Section 001; Class Number 11652  
Fall 2008 – MAC 109

**Instructor:** Dr. Jennifer Zapf  
**Office:** MAC C329  
**E-mail:** zapfj@uwgb.edu  
**Office phone:** 465-2490  
**Office hours:** MTWRF 8:00-9:15am and by appointment  
**Websites:** www.uwgb.edu/zapfj & www.uwgb.edu/learnlab

**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.

**Required text:** Berk, Laura E. (2008). *Infants and Children*. 6<sup>th</sup> 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.

You must have a clicker by the end of the first week of class (Friday, September 5, 2008).

In an effort to keep costs low, you will be renting your clicker rather than purchasing it. The rental charge for the semester is \$20. Note that a student who loses or damages their clicker or fails to return it at the end of the semester will be invoiced \$50. The \$20 rental fee will appear on your student account in SIS; you will not pay the rental fee at the Library when checking out your clicker.

**The \$20 fee will appear on your record whether or not the clicker is checked out, so pick one up!** You need to have your own clicker. You cannot share one. Also, if you use clickers in two or more classes, you only need one clicker; you do not need a separate clicker for each class that uses one.

If you drop this class during the allowed drop period you must return the clicker to the library's circulation desk on the third floor to have the \$20 fee removed. This 100% refund period ends when the drop period ends. *If you did not check out a clicker before dropping, you still must notify Emily Rogers or Leah Smith at the library's circulation desk to have the fee refunded.* If you drop the class after the drop deadline you will still be charged for the \$20 rental fee. In all cases, you will be invoiced the full \$50 replacement fee if the clicker is not returned to the circulation desk in the library at the end of the semester.

We will be using the Turning Point XR model clicker with LCD display. Please do not attempt to use a clicker that was acquired outside of the library process described above. Only clickers acquired through the library are supported on campus.

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. In addition, I will choose 15 days throughout the semester to officially take attendance for a grade (4 points each). 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.

**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 23 highest scores from the 27 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 4-5 people, 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. Many more details will be provided at a later date.

**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	8 points
Peer Evaluations (approx. 15 @ 1 point each)	15 points
27 clicker quizzes @ 4 points each (108 pts)	92 points
*four lowest are dropped (-16 pts)	
15 attendance days @ 4 points each	60 points
<b>Total (approx.)</b>	<b>375 points</b>

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
W	9/3	Course Introduction	
F	9/5	Chapter 1: <i>History, Theory, &amp; Research Strategies</i>	Chapter 1
M	9/8*		
W	9/10*		
F	9/12*	Chapter 2: <i>Biological and Environmental Foundations</i>	Chapter 2
M	9/15*		
W	9/17*		
F	9/19*	Chapter 3: <i>Prenatal Development</i>	Chapter 3
M	9/22*		
W	9/24*	Chapter 4: <i>Birth and the Newborn Baby</i>	Chapter 4
F	9/26*		
M	9/29*		
<b>W</b>	<b>10/1</b>	<b>Exam One: Chapters 1-4</b>	
F	10/3	Final Project – Day One	
M	10/6*	Chapter 5: <i>Physical Development in Infancy and Toddlerhood</i>	Chapter 5
W	10/8*		
F	10/10*		
M	10/13*	Chapter 6: <i>Cognitive Development in Infancy and Toddlerhood</i>	Chapter 6
W	10/15*		
F	10/17*		
M	10/20*	Chapter 7: <i>Emotional and Social Development in Infancy and Toddlerhood</i>	Chapter 7
W	10/22*		
F	10/24*		

<b>M</b>	<b>10/27</b>	<b>Exam Two: Chapters 5-7</b>	
W	10/29	Final Project – Day Two	
F	10/31*	Chapter 8: <i>Physical Development in Early Childhood</i>	Chapter 8
M	11/3*		
W	11/5*	Chapter 9: <i>Cognitive Development in Early Childhood</i>	
F	11/7*		
M	11/10*		
W	11/12	Final Project – Day Three	
F	11/14*	Chapter 10: Emotional and Social Development in Early Childhood	
M	11/17*		
W	11/19*		
<b>F</b>	<b>11/21</b>	<b>Exam 3: Chapters 8-10</b>	
M	11/24	Final Project Preparation	
W	11/26	Final Project Preparation	
F	11/28	Happy Thanksgiving	
M	12/1	Final Project Presentations	
W	12/3	Final Project Presentations	
F	12/5	Final Project Presentations	
M	12/8	Final Project Presentations	
W	12/10	Course Conclusion & Final Thoughts	
<b>W</b>	<b>12/17</b>	<b>Brief Reports due in my office</b> <b>*hand them directly to me between 8:00-10:00am</b>	