

## HDFS 229 - Infant and Child Development

### Summer 2007 - Session I

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#### **Instructors:**

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#### **Teaching Assistant:**

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**Office Hours:** Mondays, 9:30-10:30 AM (or by appointment)

#### **Class Meetings:**

Monday through Friday, 11:10 AM - 12:25 PM, 127 South Henderson Building

#### **Course Description and Objectives:**

This course is designed to provide students with a broad overview of children's typical development during the prenatal, infancy, early and middle childhood periods.

By the end of the semester, this course aims to accomplish the following goals:

- To introduce students to the predominant developmental theories and current knowledge of processes and mechanisms that influence the domains of physical, cognitive, and social-emotional development
- To provide students with knowledge of the typical developmental milestones children achieve during the prenatal, infancy, early and middle childhood periods
- To foster an understanding of how developmental domains (e.g., physical, cognitive, social-emotional) **interact** throughout child development
- To provide students with an understanding of how different environmental and cultural contexts influence child development
- To help student become critical consumers of child development research
- To encourage students to link their knowledge of child development to current and future personal experiences in the following manner:
  - By critically thinking about children's development when creating and structuring environments for and/or interacting with children
  - By linking key research findings within the field of child development to implications for social policy and interventions for children.

**Course Texts:** Santrock, J. (2007). Children (9<sup>th</sup> Edition). New York, NY: McGraw Hill.

**Course Website:** [www.angel.psu.edu](http://www.angel.psu.edu)

All course materials and information will be available on ANGEL. Students are expected to check ANGEL on a regular basis for updates or announcements.

Lecture outlines will be posted on ANGEL following the lecture given in class. These outlines are meant to be used only as a guide. **If you miss class, you are responsible from getting the material you missed from a fellow classmate.** Instructors will not provide missed notes.

## **COURSE POLICIES**

### **1. Attendance:**

Attendance will be monitored through unannounced in-class activities, such as quizzes or group work. Points will be awarded for both attendance and quality of work. Students **WILL NOT** be able to make-up in-class activities. However, you may drop your lowest activity grade at the end of the semester.

Class attendance and participation is **strongly** encouraged. If you miss a class (regardless of whether or not it was excused) it is your responsibility to contact a classmate for missed material. If you are unable to attend on a given day, make sure that you review what was covered in class with a classmate or with one of us during office hours. For quizzes, exams, and assignments you will be responsible for all lecture material (including class discussions) in addition to the readings.

### **2. Deadlines:**

Students are expected to complete all of their assignments and exams as scheduled. Late materials **WILL NOT BE ACCEPTED**. Medical excuses, a death in the family, or other PSU-endorsed exemptions (e.g., athletics) may be recognized as valid excuses only if accompanied by **adequate documentation** and, in some cases, a personal meeting with one of the instructors. When applicable and appropriate (e.g., PSU athletes' scheduled events or a planned absence for a funeral), students should notify the instructors of an absence **in advance**.

### **3. Extra Credit:**

Extra credit **WILL NOT** be offered on an individual basis. All grade points will come from assignments, quizzes, class participation and exams. The instructors may chose to make limited extra credit opportunities available to the entire class, but this is not guaranteed.

#### 4. Examinations:

There will be two in-class examinations based on readings and lecture material. This will essentially be a mid-tem and final exam, although the final exam will not be a comprehensive final. The exams will consist of a combination of multiple choice and short answer questions.

Make-up examinations will not be administered unless arrangements have been made in advance. The student must provide **written proof** of physical illness or injury, participation in a PSU-sponsored extra-mural event, a death of a family member or a religious holiday. **Make-up exams will be a different format than the original exam and will consist of all short answer essay questions.**

#### 5. Readings:

Readings are assigned to correspond with each day's lecture. Students are expected to complete each day's assigned readings *before* class. Test questions will be taken from both lectures and assigned readings, regardless of whether or not the reading material was also addressed in class.

### GRADING

#### Grades will be derived in the following manner:

"Supernanny" Critique*	20 points
Infant Care Controversy*	50 points
Gender Observation*	20 points
Toy Critique*	60 points
Midterm	100 points
Final	100 points
Attendance and Participation	50 points
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Total Points Possible	400 points

\*Detailed assignment guidelines and grading rubrics will be handed out in class

The final grade will be determined as follows:

A (>93%):	372 to 400 points	C+ (77% to 79%):	308 to 319 points
A- (90%-92%):	360 to 371 points	C (70% to 76%):	280 to 307 points
B+ (87% to 89%):	348 to 359 points	D (60% to 69%):	240 to 279 points
B (83% to 86%):	332 to 347 points	F (<59%):	Less than 239 points
B- (80% to 82%):	320 to 331 points		

*Students are invited to discuss their concerns about their grades at any time during the semester with either instructor.*

## LECTURE TOPICS AND TENTATIVE SCHEDULE

Schedule is subject to change at the discretion of the instructors

	Theme	Date	Topic	Reading	
<b>Week 1</b>	The Nature of Children's Development	5/21	Historical Views and Perspectives	Chapter 1 15-23	
		5/22	Developmental Theories	Chapter 2 41-56	
		5/23	Research Methods	Chapter 2 56-70	
		5/24	Nature vs. Nurture Behavioral Genetics	Chapter 3 81-83, 97-101	
		5/25	Supernanny		
<b>Week 2</b>	The Beginnings	5/28	<b>MEMORIAL DAY – NO CLASS</b>		
		5/29	Prenatal Development	Chapter 4 108-117, 122-132	
	<b>MAY 29<sup>th</sup> – SUPERNANNY ASSIGNMENT DUE</b>				
	Infancy	5/30	Birth, Newborn Care	Chapter 5 141-159	
		5/31	Physical, Motor and Sensory Development	Chapter 6 169-182	
		6/1	Physical, Motor and Sensory Development	Chapter 6 183-200	
6/4		Cognitive Development: Piaget's Sensorimotor Stage	Chapter 7 209-215		
<b>Week 3</b>	<b>JUNE 4<sup>th</sup> – INFANT CARE CONTROVERSIES DUE</b>				
	Early Childhood	6/5	Cognitive Development: Learning and Language	Chapter 7 215-221, 224-235	
		6/6	Guest Lecture: Emotions and Temperament	Chapter 8 242-251	
		6/7	Socioemotional Development: Personality and Attachment	Chapter 8 251-258	
		6/8	Physical Development, Nutrition and Motor Skills	Chapter 9 274-290	
		6/11	<b>MIDTERM EXAM</b>		

<b>Week 4</b>		6/12	Cognitive Development: Piaget's Preoperational Stage & Vygotsky	Chapter 10 302-309
		6/13	Cognitive Dev.: Info Processing, Language, & School Readiness	Chapter 10 309-322
		6/14	Socioemotional Devel.: Emotional, Moral and Gender	Chapter 11 338-350
		6/15	Socioemotional Devel.: Contexts, Parenting, Peers	Chapter 11 351-371
<b>Week 5</b>	Middle/Late Childhood	6/18	Emotion-based Interventions	TBD
		<b>JUNE 18<sup>th</sup> – GENDER OBSERVATION DUE</b>		
		6/19	Physical Development, Nutrition and Motor Skills	Chapter 12 382-390, 392-404
		6/20	Cognitive Development: Piaget's Concrete Operational	Chapter 13 414-418
		6/21	Cognitive Development: Information Processing and Intelligence	Chapter 13 418-436
		6/22	Achievement and Language Skills	Chapter 13 440-449
		6/25	Socioemotional Dev.: Self, Emotional, Moral & Context	Chapter 14 458-468, 475-479
<b>Week 6</b>		6/26	Guest Lecture: Gender & Peers	Chapter 14 468-474, 479-483
	Special Topics	6/27	Poverty Improving children's lives	Chapter 1, 7-14 Chapter 10, 323-324
		6/28	Guest Lecture: Fathers	TBD
		6/29	Careers in Child Development	Chapter 1, 23-30
	<b>JUNE 29<sup>th</sup> – TOY ANALYSIS PROJECT DUE</b>			

## **EXPECTATIONS OF STUDENTS**

Students taking HDFS 229 are expected to read and respect the following class guidelines and rules. It is your responsibility to be familiar with and adhere to these guidelines:

- Students are expected to **actively participate** in class. This means taking notes and paying attention to the instructor, participating in discussions and responding to questions. Please do not read non-course related material during class or distract other students in any other way.
  - Students must make appointments with the instructors ahead of time if they cannot attend office hours; please give sufficient notice if you would like to meet so that we can arrange our schedule.
  - Students who are not in class the day that tests or papers are returned are expected to contact their instructor to pick up the paper or go over the test; we will not carry around papers or exams once they have been returned to the rest of the class.
  - Cell phones are to be turned off at the beginning of each class. On test days cell phones, electronic devices (e.g. PDAs, laptops, mp3 players, etc.) and hats are not permitted.
  - Students are encouraged to meet with us at least three days before assignments are due. We will not read or grade drafts of assignments before the assignment is due, but we are happy to answer questions about the assignment if help is needed. We will be able to answer minor questions about the assignment via e-mail until 5:00pm on the weekday before an assignment is due.
  - Please use formal writing and language in all e-mails to us (this means complete sentences, correct spelling and grammar; no “IM language”: i.e. :-), TTYL!).
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## **EXPECTATIONS OF INSTRUCTORS**

Just as we have certain expectations for you, we hope you have expectations for us. As your instructors, we will adhere to the following guidelines.

- You will be treated with respect and professionalism.
- We will come to class prepared and make every effort to make each class a valuable learning experience.
- We will be accessible to you. We are always happy and willing to meet with any student, given our availability outside of office hours.
- Students should feel comfortable making appointments with us to go over exam material or to prepare for exams and are welcome to schedule an appointment with us for help with any writing assignment. Students are welcome to discuss test or paper grades with their instructors up to one week after the test or paper is returned.
- We will return all graded material in a timely manner.
- Grading criteria will be provided ahead of time for all assignments in order to help students organize their assignments and writing.

## **HDFS DEPARTMENTAL POLICY ON STUDENT RESPONSIBILITIES AND CLASSROOM CONDUCT**

### **Student Responsibilities and Conduct**

1. Students are responsible for attending all classes, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
  - a. Requests for taking exams or submitting assignments after the due dates require documentation of events such as illness, family emergency or a university sanctioned activity.
  - b. Conflicts with dates on which examinations or assignments are scheduled must be discussed with the instructor or TA prior to the date of the exam or assignment.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. If extra credit assignments are offered, they must be offered to all students and should not be used to boost the grade of an individual student.
6. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, or social conversation during class), and will be addressed by the instructor.

### **University Statement of Academic Integrity (Policy 49-20)**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

## Violations of Academic Integrity Policy

Violations of the University's Academic Integrity Policy include the following:

**Cheating:** using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam

**Copying on tests:** looking at other students' exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student

**Plagiarism:** fabricating information or citations; copying from the Internet or submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

**Tampering with work:** changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work

**Acts of aiding and abetting:** Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited

**Unauthorized possession:** Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission

**Submitting previous work:** Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor

**Ghosting or misrepresenting:** Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place

**Altering exams:** Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

**Computer theft:** Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

If a student is considered as having violated the academic integrity policy, the instructor will inform the student and will meet with the student to discuss the allegation. The Undergraduate Professor-in-Charge is available to attend this meeting at the request of the instructor. At the end of the meeting, the instructor decides whether or not a violation has occurred. In the event of an instructor deciding that a violation has occurred, an Academic Integrity Form will be completed and signed by the instructor. The student can acknowledge the violation or contest it; in either case, the student also signs the Academic Integrity Form. A copy of the document will be given to the Professor-in-Charge in the Department, the College, and the University's Office of Judicial Affairs. If the student contests the sanction, further hearings will be held with the student to resolve the matter.

If an instructor recommends that a student be given a failing grade in a course, the student cannot drop the course. The instructor informs the Registrar's Office that a failing grade has been recommended for the student. If the student does drop the course before a final decision is made about sanctions, the failing grade will be reinstated by the Registrar's Office.

University policy allows considerable flexibility to instructors in the determination of sanctions for violations of academic dishonesty. There are two types of sanctions an instructor can recommend—academic and disciplinary. Academic sanctions range from a warning or reduced grade on a single assignment to the student’s removal from his/her academic program following guidelines from the College’s Academic Integrity Committee. Disciplinary sanctions, although recommended by the instructor or the College, are assigned only at the University level, by the Office of Judicial Affairs. Disciplinary sanctions can range from disciplinary warning to permanent expulsion. The student may also be assigned the XF grade, which is reserved for the most serious breaches of academic integrity.

There are different sanctioning guidelines for minor, moderate, or major offenses of academic integrity. Detailed information about procedures and sanctions can be found under Academic Integrity at the website of the Office of Judicial Affairs: <http://www.sa.psu.edu/ja/conduct.shtml>

## **PENN STATE RESOURCES FOR STUDENTS**

Center for Excellence in Writing	863-3240	<a href="http://www.psu.edu/dept/cew/">http://www.psu.edu/dept/cew/</a>
Center for Adult Learners	863-3887	<a href="http://www.outreach.psu.edu/cals/">http://www.outreach.psu.edu/cals/</a>
Center for Counseling and Psychological Services	863-0395	<a href="http://sa.psu.edu/caps/">http://sa.psu.edu/caps/</a>
Office of Disability Services	863-1807	<a href="http://www.equity.psu.edu/ods">http://www.equity.psu.edu/ods</a>