

Development in Infancy and Childhood
PSY 3200 Section 01 CRN 48336
Fall 2009

Instructor: Dannelle Larsen-Rife, Ph.D.

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Office Hours: MWF 1:00–2:00 pm, T 3:30–4:30 pm,
TR 12:00-1:00 pm

Lecture: Monday, Wednesday and Friday 2:00 p.m. to 2:50 p.m. Room: 106 McDonald Ctr.

Course Description: A review of theory and research on prenatal development, pregnancy and birth, infant's sensory and motor capabilities, brain development, and attachment, children's understanding of their physical and social world, pretense and theory of mind, language and reasoning, self-concept, parent-child and peer relations, self-control and morality. Viewed from biological, cognitive and social-cultural perspectives. One observation period, to be arranged. 3 lecture hours per week.

Prerequisites: PSY 1010, and either PSY 1100 or FCS 1500.

Required Text: Siegler, R., DeLoache, J. & Eisenberg, N. (2006). *How Children Develop* (2nd Edition). New York: Worth Publishers. ISBN: 13-978-0-7167-9527-8 Available at the Dixie State College bookstore.

Philosophy/Expectations: This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class to maximize the learning experience. Throughout your involvement in the course you should be testing what you read about specific issues in the textbook and hear in the lectures with your own observations of human behavior in various contexts. The provided course calendar indicates when topics will be covered; however, please allow for some flexibility in the schedule.

There is no attendance policy for this course, other than for administrative purposes. However, absences may result in lost learning opportunities, including extra credit opportunities.

Social Science Program Objectives:

As an outcome of taking courses in the Social Science program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.
2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral or written reports.
3. Develop a perceptual frame of reference based on social scientific knowledge. Measured by the presence of an attitudinal frame of reference which would be expressed in written or oral activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or oral activities.

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cognitive, emotional and social) using developmental norms, theory and empirical research (you may use the textbook or other resources such as <http://www.med.umich.edu/yourchild/topics/devmile.htm> - if you use an alternate resource you must attach a copy of the resource to your final paper). One partner should concentrate on physical and cognitive development and the other partner should concentrate on social and emotional development. You must use APA style for citations and references.

- 3) Use your joint observation notes to compare and contrast your observations with the norms, theory and empirical research. Be sure to provide specific and detailed examples for each developmental area. An important part of this assignment is your professional research judgment. The norms, theories and research you include will depend on the age of the child you select. Please be thoughtful and deliberate in your selection of the appropriate information to include in this report.

Partners must meet on November 6, 2009, and exchange rough drafts. Each partner should review and fully edit their partner's paper during this time. Any concerns should be discussed and resolved during this time.

The final paper is due on November 20, 2009, by the end of class (no late papers will be accepted under any circumstance). The final paper should be no more than 10 pages total and be in APA format. You are required to turn in one final paper with all relevant sections from both partners, including a coverpage, references, a rough draft from each partner, and a set of original observation notes. One grade will be assigned to both partners. Thus, the ability to work cooperatively will be important for your final grade.

Grading: The midterm, final and paper are each worth one-third of your total grade (600 points total). You may receive up to 25 extra credit points (for a maximum total of 600 points for the course) for taking advantage of extra credit opportunities presented randomly during the course.

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	558-600	C	432-461
A-	540-557	C-	414-431
B+	522-556	D+	384-413
B	498-521	D	360-383
B-	480-497	D-	330-359
C+	462-479	F	329 or below

Academic Honesty: As stated in the DSC Student Handbook; "Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)" including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

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Disruptive Behavior Policy: If your conduct in class affects the learning atmosphere of the class, the instructor reserves the right to drop you from the class. This will happen using the following procedure:

- Verbal warning that your behavior is negatively affecting the class
- Written warning that you are negatively affecting the class
- Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

Policy for Absences Related to College Functions: For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student's grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor.

Projected Course Calendar

Date	Topic/Assignment	Important Notices
8/24/09	Introduction (Text pp. 2– 10)	
8/26/09	Themes (Text pp. 10 - 23)	Last day to add without a signature
8/28/09	Methodology (Text pp. 23 – 36)	
8/31/09	Prenatal (Text pp. 42 – 56)	Drop fee begins (\$10 per class)
9/02/09	Prenatal (Text pp. 57 – 69)	
9/04/09	Newborn (Text pp. 70 – 80)	
9/07/09	Holiday	Labor Day
9/08/09		\$50 Late Registration/Payment Fee
9/09/09	Nature/Nurture (Text pp. 84 – 101)	
9/11/09	CHILD OBSERVATION	
9/14/09	Brain (Text pp. 102 – 115)	Pell Grant Census; Last Day for Refund
9/15/09		Courses dropped for nonpayment
9/16/09	Physical (Text pp. 115 – 123)	
9/18/09	Piaget (Text pp. 128 – 143)	Last Day to Add Classes
9/21/09	Information Processing (Text pp. 144 – 155)	
9/23/09	Core Knowledge (Text pp. 156 - 159); Vygotsky (Text pp. 160-166)	
9/25/09	Perception (Text pp. 170 – 184)	
9/28/09	Motor Development (Text pp. 184 – 194)	
9/30/09	Learning (Text pp. 194 – 207)	
10/02/09	Language (Text pp. 212 – 228)	

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10/05/09	Language (Text pp. 228 – 242)	
10/07/09	Language (Text pp. 242 – 251)	
10/09/09	MIDTERM	
10/12/09	Conceptual (Text pp. 256 – 269)	
10/14/09	Conceptual (Text pp. 269 – 289)	Mid-Term Grades Due
10/16/09		Semester Break
10/19/09	Intelligence (Text pp. 294 – 307)	Last Day to Drop/Audit Classes
10/21/09	Intelligence (Text pp. 307 – 322)	
10/23/09	Intelligence (Text pp. 322 – 329)	
10/26/09	Social (pp. 334 – 342)	
10/28/09	Social (Text pp. 342 – 361)	
10/30/09	Social (Text pp. 361 – 370)	
11/02/09	Emotional (Text pp. 376 – 390)	
11/04/09	Emotional (Text pp. 391 – 409)	
11/06/09	ROUGH DRAFT DUE, PEER EDITING	
11/09/09	Attachment (Text pp. 414 – 426)	
11/11/09	Attachment (Text pp. 426 – 439)	
11/13/09	Self (Text pp. 439 – 449)	Last day for complete withdrawal
11/16/09	Family (Text pp. 454 – 467)	
11/17/09		Career Day
11/18/09	Family (Text pp. 468 – 482)	
11/20/09	Employment (Text pp. 482 – 490); Peers (Text pp. 494 – 507)	
11/23/09	Friends (Text pp. 507 – 427)	
11/25/09		Thanksgiving Break
11/27/09		Thanksgiving Break
11/30/09	Moral (Text pp. 532 – 544)	
12/02/09	Moral (Text pp. 544 – 553)	
12/04/09	Antisocial (Text pp. 555 – 567)	
12/07/09	Gender (Text pp. 572 – 588)	
12/09/09	Gender (Text pp. 589 – 602)	
12/11/09	Conclusions (Text pp. 606 – 628)	Classwork Ends
12/14/09		
12/16/09		
12/18/09	FINAL EXAM 12:30 PM TO 2:30 PM	

Student Support Services:

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center **within the first two weeks** of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call **(435) 652-7516** for an appointment and further information regarding the Americans with Disabilities Act (ADA) of

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1990 per Section 504 of the Rehabilitation Act of 1973. The office is located in the **Student Services Center, Room #201 of the Edith Whitehead Building.**

Library: For information concerning the library and hours of operation go to <http://library.dixie.edu/>.

Computer Lab: The Computer Lab is located in the Smith Computer Center. For more information go to <http://new.dixie.edu/cit/cis/>.

Writing Center: The Writing Center is located on the first floor of the Browning Learning Resource Center if you need assistance with a written assignment in any class. For more information go to http://new.dixie.edu/english/dsc_writing_center.php.

Testing Center: The Testing Center is located on the second floor of the Browning Learning Resource Center. For more information go to <http://new.dixie.edu/testing/>.

Tutoring Center: The Tutoring Center is located on the first floor of the Browning Learning Resource Center. For more information go to <http://dsc.dixie.edu/tutoring/index.htm>.

DMail:

We wanted to notify you that we have transitioned your email account on rebelmail.dixie.edu to dmail.dixie.edu. This new system, powered by Google, will provide Gmail to our school, as well as a suite of other Google products that will enable our organization to better communicate, share, and collaborate.

What do I need to do? Nothing. Your old email address will continue to work, but all messages will be delivered to your NEW dmail account at <http://dmail.dixie.edu>. You will still have access to your old messages and address book on the rebelmail server at <http://rebelmail.dixie.edu>.

What will I get?

- Gigabytes of email storage. No more worries about having to delete mail.
- Instant messaging from right within your mailbox & free PC-to-PC voice calls.
- Google Calendar to schedule meetings, create events, and share calendars with others.
- Google Docs to create and share documents, spreadsheets and presentations online.
- Your own personalized Start Page, where you can access all these services.
- Access to your information from anywhere with an internet connection. You can also access your email with a mobile device.

We hope you enjoy your new Google Apps email account!

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Observation Paper:

	<u>Item</u>	<u>Criteria</u>	<u>Points</u>
	Observation notes	Objective, detailed, gender, age, location, domains of development, 2 versions	20 points each
	Rough draft	Edits	20 points each
	Paper		
		APA style (Cover page, citations and references)	15 points
		Appropriate length	15 points
		Domains of development adequately covered	30 points
		Use of norms, theory and research (alternate resource attached)	30 points
		Compare and contrast (specific examples, appropriate use of notes)	30 points