

INSTRUCTOR:

DANNELLE LARSEN-RIFE, PH.D.

CONTACT INFORMATION:

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Office Location: 225 McDonald

Office Hours: Monday and Wednesday 11:30 am to 12:00 pm and 3:00 to 4:30 pm; and Thursday 2:15 to 3:00 pm, or by appointment

REQUIRED TEXT:

Lightfoot, C., Cole, M. & Cole, S. R. (2009). *The Development of Children*, 6th Edition. New York: Worth Publishers. ISBN: 1-4292-3636-1. Available at the Dixie State College bookstore and through on-line retailers.

IMPORTANT DATES

Classwork starts	20 Aug
Last day to add without a signature	24 Aug
Drop/Audit fee begins (\$10 per class)	27 Aug
\$50 Late registration/Payment fee	4 Sep
Last day for a refund, Pell Grant census, Last day to drop without receiving a "W" grade	10 Sep
Courses dropped for nonpayment	11 Sep
Last day to ADD classes	14 Sep
Graduation application deadline for Fall 2012	1 Oct
Last day to DROP classes	15 Oct
Graduation application deadline for Spring 2012	1 Nov
Last day for complete withdrawal	9 Nov
Classwork ends	7 Dec
Final Exam	12 Dec

Development in Infancy and Childhood

PSY 3200, CRN 43836

FALL 2012

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.



Human embryo 6 weeks

Lecture: Monday, Wednesday and Friday 2:00 to 2:50 pm, McDonald 106

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

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. Students are expected to read assigned text prior to class and be prepared to participate in discussion 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 possible extra credit opportunities.

Social Science Program Objectives



Infancy

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

“Babies control and bring up their families as much as they are controlled by them; in fact the family brings up the baby by being brought up by them.”

Erik H. Erikson



Toddlerhood

Course Objectives and Outcomes

The primary objective of this course is to provide a review of development in infancy and childhood. By the end of this course, students should be able to:

- Demonstrate knowledge of the major domains of child development.
- Demonstrate knowledge of the major themes in child development.
- Demonstrate knowledge of child development theorists and their theories.
- Demonstrate knowledge of empirical findings in developmental psychology.
- Demonstrate the ability to observe, record and

evaluate development in accord with theories of development, developmental norms and empirical research.



Childhood

Examinations



Early childhood

There will be 4 exams throughout the course. Your lowest exam grade will be dropped from the calculation of your final grade. Midsemester exams will be administered in the Testing Center (you will be

required to present your student ID to take the exam) between the hours of 9:00 am and 9:00 pm Monday through Friday and 4:00 pm to 9:00 pm Saturday and Sunday over a three-day period. Please see the Testing Center Website for further information and to verify hours of operation. **No early or makeup exams will be permitted for any of the exams under any circumstance.**

The exams will consist of multiple choice, true/false and matching items from the material presented prior to the examination.

Exam Schedule:

	<u>Date</u>	<u>Points</u>
• <u>Exam 1</u>	September 18-20	100
• <u>Exam 2</u>	October 18-20	100
• <u>Exam 3</u>	November 15-17	100
• <u>Exam 4</u>	December 12	100

Final Exam

The final exam will cover all of the material presented since the previous exam (text and all presentation materials, including videos) and will also in-

clude multiple choice, true/false and matching items.

The final exam will take place on Wednesday, December 12, 2012, from 12:30 pm to 2:30 pm.

“The propensity to make strong emotional bonds to particular individuals [is] a

basic component of human Nature”

John Bowlby

Paper

There will be one 10 page paper worth 100 points. The paper has four components:

- 1) 15-20 minute observation of a child between the ages of 6 months and 12 years with a “running record” of everything the child does and says.
- 2) Identify domains of development in observation notes (social, emotional, cognitive and physical).
- 3) Locate norms of development for your target child.
- 4) Compare and contrast your observation notes and the norms of de-

velopment. See page 7 for more detailed information about the paper.

Assignment Dates:

Observation 9-28-12

Notes due: 10-1-12

Partner review: 10-29-12

Peer review: 11-5-12

Paper due: 11-14-12



Renee Baillargeon

Projected Course Calendar

20 Aug 2012	Course Introduction
22 Aug 2012	Chapter 1: The study of human development
24 Aug 2012	Chapter 1: continued
27 Aug 2012	Chapter 2: Biocultural foundations
29 Aug 2012	Chapter 2: continued
31 Aug 2012	Chapter 3: Prenatal development
3 Sep 2012	Labor Day
5 Sep 2012	Chapter 3: Prenatal development continued and birth
7 Sep 2012	Chapter 3: birth continued
10 Sep 2012	Chapter 4: The first three months
12 Sep 2012	Chapter 4: continued
14 Sep 2012	Chapter 4: continued
17 Sep 2012	Chapter 4: continued
19 Sep 2012	<u>Exam 1 (opens 18 September and closes 20 September)</u>
21 Sep 2012	Chapter 5: Physical development
24 Sep 2012	Chapter 5: Cognitive development
26 Sep 2012	Chapter 5: Cognitive development
28 Sep 2012	<u>Child Observation</u>
1 Oct 2012	Chapter 6: Social development; <u>Original observation notes due</u>
3 Oct 2012	Chapter 6: Social development continued
5 Oct 2012	Chapter 6: Emotional development
8 Oct 2012	Chapter 6: Emotional development
10 Oct 2012	Chapter 7: Language
12 Oct 2012	Semester Break
15 Oct 2012	Chapter 7: Language
17 Oct 2012	Chapter 8: Physical development
19 Oct 2012	<u>Exam 2 (opens 18 October and closes 20 October)</u>
22 Oct 2012	Chapter 8: Cognitive development
24 Oct 2012	Chapter 9: Social development
26 Oct 2012	Chapter 9: Emotional development
29 Oct 2012	<u>Partner review of paper</u>
31 Oct 2012	Chapter 10: Contexts of development
2 Nov 2012	Chapter 10: Contexts of development continued
5 Nov 2012	<u>Peer review of paper</u>
7 Nov 2012	Chapter 11: Physical development
9 Nov 2012	Chapter 11: Physical development continued
12 Nov 2012	Chapter 11: Cognitive development
14 Nov 2012	Chapter 11: Cognitive development continued; <u>Paper due</u>
16 Nov 2012	<u>Exam 3 (opens 15 November and closes 17 November)</u>
19 Nov 2012	Chapter 12: School
21-23 Nov 2012	Holiday
26 Nov 2012	Chapter 12: School continued
28 Nov 2012	Chapter 13: Social development
30 Nov 2012	Chapter 13: Social development continued
3 Dec 2012	Chapter 13: Emotional development
5 Dec 2012	<u>TBA</u>
7 Dec 2012	<u>TBA</u>
12 Dec 2012	<u>Final Exam 12:30 to 2:30 pm in class</u>

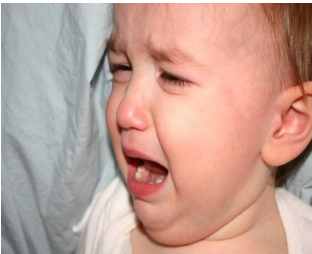


Mary Ainsworth

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.

Disruptive Behavior Policy



Toddlerhood

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.

Grading

The midterms, final examination and paper are each worth one-quarter of your total grade (400 points total).

You may receive up to 25 extra credit points (for a maximum total of 400 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	372—400	C	292—307
A-	360—371	C-	280—291
B+	348—359	D+	268—279
B	332—347	D	252—267
B-	320—331	D-	240—251
C+	308—319	F	239 or less



Renee Baillargeon

Policies for Absences Due to College Related 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 and will be required to negotiate any scheduled work ahead of time with the instructor.

Student Support Services

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The

disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516

Campus Resources

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 fourth floor of the Holland Centennial Commons 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 at the North Plaza Building. For more information go to <http://new.dixie.edu/testing/>.

Tutoring Center: The Tutoring Center is located on the fourth floor of the Holland Centennial Commons. For more information go to <http://dsc.dixie.edu/tutoring/index.htm>.

Disability Resource

Center: The Disability Resource Center is located at the North Plaza Building. For more information go to dixie.edu/drcenter



Sir John Bowlby

“What a distressing contrast there is between the radiant intelligence of the child and the feeble mentality of the average adult.”
Sigmund Freud

DMail

You are required to frequently check your Dmail account. Important class and college information will be sent to your Dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of impor-

tant dates and deadlines, and other information critical to your success at DSC and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If you do not know your Dmail username or you have forgotten

your PIN, visit go.dixie.edu/mydixie and follow the respective instructions.

Paper:

- 1) Meet with an assigned partner and conduct a 15-20 minute observation of a child between the ages of 6 months to approximately age 12 on **September 28, 2012**. Both partners should observe the same child and create their own observation notes. The observation should take place in a grocery store, park or other public location. Do not tell the child you are observing them. If the child is with a parent, you should obtain the parent's permission and assure the parent that you are not "testing" the child, but only learning how to observe and record child behavior. You may **ask the parent the age of the child** (in months for children under age 6). Otherwise, you must not interact with the child or parent. You should remain at a distance and appear uninvolved.

Each partner should make a "running record" of everything the child does and says. This should be an objective record of only what you see and hear in a sequential manner as it happens. Your notes should not contain any evaluations or interpretations (i.e., "she is unhappy" should be "she frowns and tears roll down her cheeks"). Write down exact quotes of anything the child says. You must not use the child's real name (you should provide an alias). Be sure to record the child's gender and age, and the specific location of the observation. Your notes must be turned in during class on **October 1, 2012**, in order for you to get credit for this part of the paper.

- 2) In the margin of your observation record, make note of the domains of development observed (physical, cognitive, emotional and social). Copy and exchange your observation record with your partner.
- 3) Locate norms of development for all four domains of development. 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).
- 4) Use your joint observation notes to compare and contrast your observations with the norms of development. For your paper, you will describe what you expect for each domain of development (physical, cognitive, emotional and social) using the developmental norms. Each partner should concentrate on two domains of development so that the final report includes all four domains of development. You must use APA style for citations and references. 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 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 **October 29, 2012**, 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.

A "final draft" of the paper is due in class on **November 5, 2012**, for anonymous peer review. Because this is an in-class assignment, no late papers will be accepted. In order to get credit for this part of the paper assignment, you must submit a paper for editing as well as be available to edit a paper.

The final paper is due on **November 14, 2012**, 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 cover page, 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.