

PSY 305 – Infant and Early Childhood Development
Winter, 2020

Instructor: Prof. Don Paszek

Office: 2221 ASH

Office Phone: 331-2414

Email: paszekd@gvsu.edu

Office Hours: MWF 11-12 and by appointment

Section 01 MWF 9-9:50 2119 ASH

Section 02 MWF 12-12:50 2120 ASH

Texts Required: Early Childhood Development: A Multicultural Perspective. Trawick-Smith, J., 7th ed., 2018, Pearson.

Course Objectives: This course is designed to provide students with an examination of human development from a psychological perspective focusing on the period of infancy and early childhood. Changes in the areas of physical, cognitive, and social/emotional development will be discussed. Students will learn about current knowledge in the area of infancy and early childhood, research findings, theoretical explanations, and practical applications of this knowledge.

Learning Objectives: Upon successful completion of this course students will be able to:

- Demonstrate an understanding of the basic concepts and theoretical paradigms that direct the field of Developmental Psychology.
- Describe and think critically about changes within the developing person from conception through adolescence.
- Discuss both traditional and current explanations for trends in children's physical, cognitive, and social/emotional growth.
- Understand the scientific method and apply it to the understanding of child behavior and development.
- Apply knowledge regarding child development to both observations of children and to interactions with children.

Exams: Exam 1 Mon., Feb 3
Exam 2 Mon., Feb. 24
Exam 3 Mon., March 30
Exam 4 Sect. 01- Wed., April 22, 8-9:50
Sect. 02- Wed., April 22, 12-1:50

Each exam may consist of a combination of multiple choice questions, fill in the blank, short-answer, and essay questions, and will be graded on a percent basis. Exams will cover only material presented since the previous exam (both text and class material). This includes the final exam (final is not cumulative). There are no written study guides for exams.

Attendance & Exam Policy: You are expected to be in class and are responsible for everything that goes on in class. Should you miss class for any reason, it is your responsibility to find out what went on in class. You are also expected to take exams on days scheduled. If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (call/email and leave message), so a make-up exam can be arranged (in most cases, plan on taking make-ups immediately before the next class, if possible). I reserve the right to refuse to let you make up an exam if you do not contact me prior to the exam you miss, I do not feel your excuse is acceptable, or you repeatedly miss scheduled exams.

Written Assignment: Complete ONE of the following: (You may complete two and use one as extra credit).

1. Infant and Early Childhood Development- Recent research, work, issues, debates, controversies, etc. in the media (in all its forms). Find recent work related to infancy and early childhood. Document as specifically as possible the source of the information (this includes the source from which you encountered the information (secondary source) as well as original (primary) source if available. Make hard copy of first page of report if possible. Write a brief report (1-2 page) summarizing the information, along with your own comments, discussion, questions, critique, etc. Submit to me 5-6 such reports. Total length- approx. 5-6 pages.
2. Are We Pushing/Pressuring Children Too Much, Too Soon, Too Fast? Write a paper examining the question of whether trying to enhance and enrich young children's development has perhaps gone too far. Are parents and others (businesses, products, services) helping, hurting, or not having much effect at all? Search for information (articles, examples, etc.) related to this issue and discuss what you feel is appropriate and/or inappropriate when it comes to attempts to stimulate and enhance development of infants and young children. Find and cite sources. Length- approx. 5-6 pages.
3. Observation of (and/or Interaction with) an infant/toddler/child (under age 5). Observe and possibly interact with an infant/toddler/child (under age 5) for approximately one hour total. Attempt to observe various behaviors (physical, social/emotional, cognitive). Take detailed notes describing the child's behaviors. Then discuss in terms of course material (information from text, class notes, etc.- relate to theories, research findings, developmental changes, etc.). Length- approx. 5-6 pages.

Papers should be typed, double-spaced, reasonable font-size and margins, APA style citation of sources, with reference page. Paper will be graded on a % basis, and is equivalent to one exam score. **Due Fri., April 3**, beginning of class. No late papers accepted.

Extra Credit- Complete one additional written assignment (see above). The extra credit would be in the form of examining your final % grade at the end of the course in relation to the next higher grade (if in B range, how close are you to the B+ range, for example). **Due Fri., April 17.**

Grades: Final grades will be based on calculating the mean percent of the four exam scores and the written assignment score. Thus, each exam score counts 20% and the written assignment counts 20% of your grade. Grades will be assigned according to the following distribution:

A = 93-100%	B+= 87-89.9%	C+= 77-79.9%	D+= 67-69.9%
A-= 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 60-66.9%
	B-= 80-82.9%	C-= 70-72.9%	F = 0-59.9%

DATE	COURSE OUTLINE	READINGS
Jan.6-10	Introduction, Development, Infancy/Early Childhood	TS-Chpts.1,2,3
Jan. 13-17	Methods/Research in Studying Development	
Jan. 20-24	Developmental Themes and Theories	
Jan. 27-31	Theories	
Feb. 3	Mon.-Exam 1 (TS-Chpts. 1,2,3)	
Feb. 5-7	Genetics, Heredity & Environment, Prenatal Development	TS-Chpts.4,5,6,10
Feb. 10-14	Prenatal Dev., Birth, and Newborn, Physical Growth	
Feb. 17-21	Motor Development, Sensory/Perceptual Development	
Feb. 24	Mon.-Exam 2 (TS-Chpts. 4,5,6,10)	
Feb. 26-28	Cognitive Development	TS-Chpts. 7,11,8,12
March 2-6	SPRING BREAK	
March 9-13	Cognitive Development	
March 16-20	Cognitive Dev., Language Development	
March 23-27	Language Dev., Play	
March 30	Mon.-Exam 3 (TS-Chpts. 7,11,8,12)	
April 1-3	Social Development, Attachment Papers Due Fri., April 3	TS-Chpts. 9,13,18
April 6-10	Temperament, Emotional Dev., Self, Peers/Friends	
April 13-17	Parents, Family, Conclusion	

Final Exam- Exam 4 (TS-Chpts. 9,13,18)- Sect. 01-Wed. April 22, 8-9:50.
Sect. 02-Wed. April 22, 12-1:50.

Modifications in the syllabus and course requirements may be made at the educated whim of the instructor.

Special Accommodations: If you are in need of any special accommodations, please be sure to talk to me so appropriate measures can be taken to meet your needs.

Annoyances of Mass Distraction: This section should not be needed (and is not needed for about 90% of you, and I thank you in advance). You are here to give your attention to this class. If I feel you are being annoying or a distraction, either to yourself, to other students, or to me as the instructor, I will ask you to leave. This includes the following:

I do not want to see a phone (or similar e-device). Turn it off and put it away. A phone on a desk, even if not being used or touched is not acceptable. This includes giving the appearance of using/checking a phone/device (trying to be sneaky, in other words).

Sorry, no laptops or similar electronic devices allowed for note taking or anything else.

I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude.

If you have a very legitimate reason for needing to have a device available, please talk to me ahead of time and get my approval.

Academic Integrity: This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. The GVSU Student Code contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. Essentially, you are not permitted to use someone else's work or ideas without giving them credit. On a paper it would be plagiarism, on an exam (looking at their answers/exam or giving the appearance of looking at someone's exam in my judgment as instructor) it would be cheating. Cheating/plagiarism will result in a score of 0 for that particular exam/paper.

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.

GVSU Conditions of Use for University Computing/Technology Resources and Email Policy: Using university technology resources for commercial use is strictly prohibited. Such resources are to be solely used in conjunction with doing business for GVSU or purposes directly related to academic work. University email services shall not be used to send unsolicited commercial emails and such use may result in your account being disabled.

This syllabus is subject to change at the educated whim of the instructor.

Professors' Pet Peeves (a partial list)-from Lisa Wade, Ph.D., Sociological Images, Aug. 26, 2014.

1. Don't use unprofessional correspondence.
2. Don't ask if you "missed anything important" during an absence.
3. Don't pack up your things before the class is finished.
4. Don't ask a question about readings, assignments, or exams, until you check the syllabus first.