

PSY 305 – Infant and Early Childhood Development
Fall, 2016

Instructor: Prof. Don Paszek

Office: 2221 ASH

Office Phone: 331-2414

Email: paszekd@gvsu.edu

Office Hours: MWF 1-2 and by appointment

Section 01 MWF 2-2:50 2146 ASH

Texts Required: Early Childhood Development: A Multicultural Perspective. Trawick-Smith, J., 6th ed., 2014, Pearson.

Diary of a Baby. Stern, D.N., 1st ed., 1990, Basic Books.

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.

Exams: Exam 1 Fri., Sept. 23
 Exam 2 Wed., Oct. 19
 Exam 3 Mon., Nov. 14
 Exam 4 Mon., Dec. 12, 2-3:50

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).

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 if possible to hand in. Write a brief report (1-2 page) summarizing the information, along with your own comments, discussion, questions, critique, etc. Submit to me 5-10 such reports. Total length- approx. 10 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. 10 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. 10 pages.

Papers should be typed, double-spaced, reasonable font-size and margins, APA style citation of sources, with reference page. Paper (or all recent work reports together) will be graded on a % basis, and is equivalent to one exam score. **Due Fri., Dec. 2,** 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 Dec. 9.**

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
Aug.29-Sept.2	Introduction, Development, Infancy/Early Childhood	TS-Chpts.1,2,3 Diary-Intro., Pt. I (6 weeks)
Sept. 5	No class-Labor Day recess	
Sept. 7-9	Methods/Research in Studying Development	
Sept. 12-16	Developmental Themes and Theories	
Sept. 19-23	Theories Fri.-Exam 1 (TS-Chpts. 1,2,3; Diary-Intro., Pt. I)	
Sept.26-30	Genetics, Heredity & Environment, Prenatal Development	TS-Chpts.4,5,6,10 Diary-Pt. II (4.5mos.)
Oct. 3-7	Prenatal Dev., Birth, and Newborn, Physical Growth	Diary-Pt. III (12 mos.)
Oct. 10-14	Motor Development, Sensory/Perceptual Development	
Oct. 17-21	Perceptual Dev. Wed.-Exam 2 (TS-Chpts. 4,5,6,10; Diary-Pt. II, Pt. III) Cognitive Development	
Oct. 24-28	Cognitive Development	TS-Chpts. 7,11,8,12 Diary-Pt. IV (20 mos.)
Oct.31-Nov.4	Cognitive Dev., Language Development	
Nov. 7-11	Language Dev., Play	
Nov. 14-18	Mon.-Exam 3 (TS-Chpts. 7,11,8,12; Diary-Pt. IV) Social Development, Attachment	TS-Chpts. 9,13,18 Diary-Pt. V (4 years)
Nov. 21	Attachment, Temperament	
Nov. 23-25	No Class-Thanksgiving Recess	
Nov.28-Dec.2	Emotional Development, Self, Peers/Friends Papers Due Fri., Dec. 2	
Dec. 5-9	Parents, Family, Conclusion	
Mon., Dec. 12- 2-3:50	Exam 4 (TS-Chpts. 9,13,18; Diary-Pt. V)	

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). Yet here it is for the rest: You are here to give your full 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 tell you to leave. That covers most everything, but a few comments to add.

I do not want to see a phone (or similar e-device). Turn it off and put it away. A turned off phone on a desk, even if not being used or touched is not acceptable. I will tell you to leave. 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 (so don't get that surprised look on your face when I tell you to leave).

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: You received a Student Code when you entered GVSU, which 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. It is really rather simple. If you are using someone else's work or ideas and are not giving them credit, that would be a no-no. 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.

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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.