

HDFS 229: Infant and Child Development
Summer Semester 2016
Mondays-Friday, 11:10AM-12:25 PM, 254 HHD

INSTRUCTORS:

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Objectives and Description:

1. Apply developmental theories to scenarios when working with children.
2. Discuss the impact of the four developmental domains on children's development.
3. Understand how biology and environment contribute to their development.
4. Evaluate classical and current developmental research.

Required Texts and Readings:

Required readings for each class period are listed below in the course schedule. Students must complete the reading BEFORE class.

1. Bukatko, D., & Daehler, M.W. (2012). Child development: A thematic approach (6th Edition). Belmont, CA: Wadsworth.
2. Required article readings and podcasts listed in the course schedule are available on Canvas (<https://canvas.psu.edu/>) under the Lessons tab.

Classroom Etiquette:

Students in HDFS 229 will take notes using paper and pencil. Any electronic devices, including but not limited to laptops, tablets, iPads, or smartphones will not be permitted. For the reasoning behind this policy, see Mueller and Oppenheimer (2014) and Sana et al. (2013), both of which are posted on Canvas.

E-Mail Etiquette:

To ensure that the instructors receive your e-mail and are able to respond in a timely fashion, you should include the course title and section (i.e., HDFS 229:001) in the subject line of your e-mail and sign your e-mail with your full name.

Classroom Attendance:

The nature of the course topic, that is, the integration of dynamic and complex concepts and theories, requires that you attend class and participate in classroom discussions to enhance your learning, critical thinking and problem solving skills. There will be small in-class assignments throughout the course. Therefore, attendance and participation are required.

GRADING

Exams (75%):

There will be 3 exams throughout the semester. The first 2 will consist of multiple choice questions and one essay question. The third exam will consist of multiple choice questions only. Each exam is worth 76 pts. Students have one week from when the exam is graded/posted (not from when students personally receive it or check it) to inquire about their grade/performance with the instructor.

Video Project (20%):

Video Project (20%): DUE on Tuesday, June 14 at 5:00pm in the Canvas and Turnitin Dropboxes. For this assignment, you will evaluate a specified set of YouTube videos with respect to various domains of development covered in class. The paper should be 4-6 pages, typed, double-spaced, with 12-point Times New Roman font and 1" margins. Proofread your paper, as you will lose points for grammatical and spelling errors. Your paper is worth 60 pts. A handout with further information about the paper will be given in class at a date TBA.

Attendance – In-class assignments (~5%):

Every day students will outline critical concepts that were covered during class or respond to a couple of questions through a one-minute paper. Eight of these summaries/one-minute paper will be collected randomly for an unannounced attendance grade. Summaries and one-minute paper questions are based on lecture material and class readings. These will be used to stimulate class discussion on topics related to child development as well as meant to act as a study tool for exams. To receive full-credit students' responses must illustrate thought, depth, and include correct information from required article readings or recent lecture notes. Each summary paper/one-minute paper will be worth a maximum of 2 points. Only 7 of the 8 summary/one-minute papers count towards your final grade, allowing students to miss one without being penalized. Students must be in class at the time of the paper—students arriving afterwards will not be given an opportunity to complete the paper and students leaving immediately afterwards will forfeit their points for the assignment.

Extra Credit:

If a student is in attendance for ALL of the 7 class papers, the additional points from the 8th class paper will be counted as Extra Credit points.

Summary of Possible Points

Class Summary/One-minute Paper (2 points each)	14
Three Exams (80 points each)	240
Video Project	60
Total	314

GRADING Summary Point Scores (grade rounding 0.5 applied):

Grade	Percentile	Point Scores
A	93 - 100	292 - 314
A-	90 - 92	283 - 291
B+	86 - 89	270 - 282
B	83 - 85	260 - 269
B-	80 - 82	251 - 259
C+	76 - 79	239 - 250
C	70 - 75	220 - 238
D	60 - 69	119 - 219
F	Below 60	0 - 118

Turning In Papers:

Papers are to be turned in via the Canvas dropbox on the dates specified in the course schedule.

POLICY FOR MISSED CLASSES, MAKE-UPS, AND LATE PAPERS

Obtaining Notes from Missed Classes:

The Instructor will NOT give notes to students with unexcused absences. Students are responsible for the material they have missed. Notes may be provided when students have a written documentation of an excused absence, although this is at the discretion of the instructor. Students must contact the instructor and provide documentation of their excused absence within 5 days of the absence in order to obtain missed notes. **NO EXCEPTIONS WILL BE ALLOWED.**

Meeting Deadlines & Make-Up One-Minute Papers/Exams/Late Projects:

Students are expected to complete all assignments and exams as scheduled. Medical excuses, a death in the family, or other PSU-endorsed exemptions (e.g., athletics) may be recognized as a valid excuse only if accompanied by adequate WRITTEN documentation and, in some cases, a personal meeting with the instructor. For all excused absences except for sudden illnesses or deaths in the family, the student must notify the instructor at least 1 week prior to the absence.

Missed exams/papers due to excused absences must be made up within 1 week of the original exam/in-class paper date. The instructor must be contacted and a make-up exam/in-class paper scheduled and taken within this 1 week timeframe. Students who have not completed a make-up exam or in-class paper within the 1 week time frame, even with an excused absence, will receive a zero for that assignment.

Religious Holiday Absences:

Efforts are made to avoid conflicts with religious holidays. However, it is not possible to accommodate the course schedule around every holiday. In cases when conflicts are unavoidable, it is incumbent upon you to notify the instructors. Additional information

can be found on the Penn State Center for Ethics and Religious Affairs Website located at: <http://www.sa.psu.edu/cera/relhol.html>.

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, and the use of notes during a closed book exam

Copying on tests: Looking at other students' exams, copying 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 made 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.

Notes about Plagiarism:

The University has a website that specifically instructs students (and faculty) about plagiarism and especially cyber-plagiarism. See:

<http://tlt.its.psu.edu/plagiarism/tutorial/studentlinks/?searchterm=plagiarism>

In addition to the PSU IStudy module another excellent source for training on plagiarism is the Perdue OWL (Online Writing Lab). The plagiarism page can be found at:

<http://owl.english.purdue.edu/owl/resource/589/01/>

Examples of common violations of academic integrity in relations to plagiarism. (These are just a few examples and **DO NOT** include all of the violations that might be deemed as plagiarism. It is important to carefully read the instructions for your writing assignments as the instructor may be providing specific rules about the assignment (e.g., no use of quoted materials, no citations of websites, etc.) that may affect your evaluation.

- a. **Wholesale Copying.** When text or other material is copied from a web site, a printed journal, a paper written by a student, (even if given permission by the original author!), or some other source, this is clearly plagiarism because you did not do any original research or writing, and 2) the work was created by another author, yet you put your own name on it.
- b. **Cutting and Pasting.** Another more common type of plagiarism involves copying pieces of text from one or more original sources and inserting it into the assignment. If you are cutting and pasting for the purposes of quoting the author you must remember to provide quotes and appropriate citation.
- c. **Inappropriate Paraphrasing.** Inappropriate paraphrase is where text is altered only slightly from the original and no acknowledgment of the original author or source is given. The Purdue OWL site (see above) provides additional helpful examples of what it means to inappropriately paraphrase something.

The instructor for this course reserves the right to use plagiarism detection software, including for example, **Turnitin.com**, to confirm that you have used sources accurately in your written assignments. If you have any questions about how to cite your sources, please review the materials available at

<http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagstudent.html> or take a training module (e.g., <http://istudy.psu.edu/modules.html#Integrity>).

Additional information about the Turnitin.com plagiarism prevention tool is available at <http://turnitin.com> and at <http://tlt.psu.edu/turnitin/Students.html>.

Note for Students in this course:

Students can upload their own papers to Turnitin (www.turnitin.psu.edu) to examine their own *Originality Report* prior to submitting the assignment. The *Originality Report* does not need to be submitted with the assignment. The instructor reserves the right to use Turnitin for all assignments.

Sanctions for Violations of Academic Integrity:

Penn State University and the College of Health and Human Development have policies on dealing with academic integrity problems. The University procedures for dealing with a violation are described in detail at this website:

<http://www.psu.edu/dept/oue/aappm/G-9.html>

The College's website for procedures relating violations of academic integrity can be found at: <http://www.hhdev.psu.edu/policies/academicintegrity/>

Please note that it is the responsibility of the student to be sure that they understand what constitutes a violation of academic integrity and what the policies are with respect to such violations.

Faculty may assign a wide range of sanctions to a student found responsible for violating academic integrity. Your instructor may choose to utilize *academic* sanctions (the modification of grades due to misconduct), but when referring cases to Student Conduct, faculty have the option to also recommend a full range of *disciplinary* sanctions available to Student Conduct such as: Disciplinary Warning; Disciplinary Probation; Suspension, Indefinite Expulsion or Expulsion; or the "XF" transcript notation (see: Sanctioning Guidelines for Academic Integrity Violations and Explanations for Disciplinary Sanctions). It is important that you know that the Department of Human Development and Family Studies--and the faculty course instructors, and the Teaching Assistants-- are committed to the principles of academic integrity and that students who violate the principles of academic integrity will be reported and appropriate sanctions will be taken.

Students with Disabilities:

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services Web site at <http://equity.psu.edu/ods/>. In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at <http://equity.psu.edu/ods/guidelines/documentation-guidelines>). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester."

Diversity Statement:

In a recent report summarizing our diversity-related activities, the College made the following statement:

With our focus on the improvement of the quality of individuals' lives within their families and communities, the College of Health and Human Development naturally places the understanding of diversity in a central position in both its mission and vision. Through teaching, research, and outreach programs, we strive to communicate the importance of diversity to both College and community members. "Diversity" is broadly defined by the College as "human differences," including differences in age, social class, disability, race, ethnicity, immigrant status, gender, gender expression, religion, veteran status, and sexual orientation.

Policy on Student Responsibilities and Classroom 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.
2. 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. Conflicts with dates on which examinations or assignments are scheduled must be discussed with the instructor prior to the date of the exam or assignment.
3. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
4. Students are responsible for monitoring their grades.
5. 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.
6. 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.
7. 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.

HDFS 229: Infant and Child Development

Date	Topics	Readings <i>(pages are in the class textbook unless otherwise noted)</i>	Lecturer
Week 1			
May 16	Intro to Child Development	Chapter 1: Pg. 3 – 17	Amanda
May 17	Developmental Theories	Chapter 1: Pg. 18 – 29	Ni
May 18	Research Methods	Chapter 2: Pg. 40 – 67	Ni
May 19	Nature vs. Nurture	Chapter 3: Pg. 71 – 82; 96 – 101 Podcast: NPR	Amanda
May 20	Prenatal development	Chapter 4: Pg. 111 – 121	Guest
Week 2			
May 23	Perceptual Development	Podcast: Annie Murphy Paul's TED Talk DeCasper and Fifer (1980) <i>Optional: Chapter 6: Pg. 198 – 227</i>	Amanda
May 24	Physical & Motor Development	Chapter 5: Pg. 161 – 178	Ni
May 25	Early Brain & Skills Development	Want a Brainier Baby?: Is E-Reading to Your Toddler Story Time? Chapter 5: Pg. 154 – 161, 165 – 178	Amanda
May 26	Cognitive Development	Chapter 8: Pg. 280 – 297	Ni
May 27	Exam 1		
Week 3			
May 30	No school (memorial day)		
May 31	Piaget Theory of Cognitive Development: Early Stages	Chapter 8: Pg. 297 – 313	Ni
June 1	Piaget Theory cont.: Later Stages; Piaget vs. Vygotsky	Gopnik (2010); Podcast: Alison Gopnik's TED Talk	Ni
June 2	Social Cognition	Chapter 9: pg. 320 – 351	Ni
June 3	Self and Moral Development	Chapter 12: Pg. 440 – 464	Ni

Week 4			
June 6	Language Development	Chapter 7: Pg. 241 – 263	Amanda
June 7	Developmental Course of Language Development		Amanda
June 8	Achievement	Chapter 10: Pg. 352 – 374 Podcast: Carol Dweck TED Talk	Amanda
June 9	Emotions	Chapter 11: Pg. 395 – 414	Amanda
June 10	Exam 2		
Week 5			
June 13	Temperament Reading	Chapter 11: Pg. 414 – 418	Ni
June 14	Temperament cont.; attachment	Chapter 11: Pg. 418 – 435 VIDEO PROJECT DUE on Canvas and Turnitin	Ni
June 15	Attachment	Podcast: Unconditional Love-Prologue	Ni
June 16	Culture, Attachment, and Infant Sleeping Arrangements		Guest
June 17	Parenting	Podcast: Gever Tulley's TED Talk Chapter 14: Pg. 510 – 520	Amanda
Week 6			
June 20	Fatherhood		Guest
June 21	Peer Relationships	Chapter 15: Pg. 552 – 565	Amanda
June 22	Peer Relationship Cont		Amanda
June 23	Risk and Resiliency	Podcast: Unconditional Love-Act 1 In- Brief Reading	Amanda
June 24	Developmental Disorders: ADHA/ Autism		Guest
Week 7			
June 27	Exam 3		

Links to Class Materials Not Posted on Canvas

May 19 Nature vs. Nurture - Podcast: Annie Murphy Paul's TED Talk

<http://www.radiolab.org/story/251876-inheritance/>

May 23 Perceptual Development - Podcast: Annie Murphy Paul's TED Talk

https://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born?language=en#

May 25 Early Brain & Skills Development - Want a Brainier Baby?: Is E-Reading to Your Toddler Story Time?

<http://www.nytimes.com/2014/10/12/us/is-e-reading-to-your-toddler-story-time-or-simply-screen-time.html>

June 1 Piaget Theory - Podcast: Alison Gopnik's TED Talk

https://www.ted.com/talks/alison_gopnik_what_do_babies_think?language=en

June 8 Achievement - Podcast: Carol Dweck TED Talk

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

June 15 Attachment - Podcast: Unconditional Love by This American Life

<http://www.thisamericanlife.org/radio-archives/episode/317/unconditional-love>

June 17 Parenting - Podcast: Gever Tulley's TED Talk

https://www.ted.com/talks/gever_tulley_on_5_dangerous_things_for_kids?language=en