

INFANCY and CHILD DEVELOPMENT
Family Studies and Human Development 223
Spring 2005 η 3:30 - 4:45 T, Th
ILC Room 150

Professor: Susan S. Koerner, Ph.D.
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Office Hours: Wed., 10 a.m. - noon

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Office Hours: Mon., 9:30 - 11:30 a.m.

COURSE DESCRIPTION and OBJECTIVES

The intent of this course is to help you build an understanding of (a) the nature and course of infant/child development, (b) factors that influence development and differences among children, (c) methodologies used to study and assess infants/children, and (d) the implications of research findings for social policy decisions and interventions with young children. The course is organized chronologically, from the prenatal period, birth and infancy, through early and middle childhood. For each age period, we will discuss the physical, cognitive, social, and emotional aspects of development as well as the interplay among those domains of development. We will pay close attention to social contexts -- family, day care, school, and culture, and will highlight a number of special topics of interest to parents and to professionals who work with children (e.g., infant day care policy, child abuse, preschool interventions, sex education, attention-deficit hyperactivity disorder). The course format will include lectures, community specialist speakers, in-class activities/discussion, video excerpts, and in-class demonstrations with infants/toddlers and preschoolers/young children.

REQUIRED TEXT

Berk, L. E. (2005). Infants and children: Prenatal through middle childhood (5th ed.). Boston: Pearson / Allyn & Bacon. (Available at ASUA Bookstore)

COURSE REQUIREMENTS (* FSHD 223 *)

1. All students are required to take THREE EXAMS:

Each exam will contain a mix of multiple-choice and short-answer (one paragraph) questions. Exam questions will be based on the lectures, required readings, handouts, films/videos/slides, guest speaker presentations, and class discussions/demonstrations.

Exam One: Thursday, February 10
Exam Two: Thursday, March 24
Final Exam: Tuesday, May 10 (2:00 - 4:00 p.m.)

2. All students are required to complete one CASE STUDY PROJECT

The project will focus on either an infant/toddler (10 months - 30 months) or a preschooler/young child (3 1/2 years - 6 years). More detailed instructions/guidelines and criteria for grading will be distributed and discussed in class. Here are the due dates:

Infant/toddler paper: Tuesday, April 5 OR
Preschooler/young child paper: Thursday, April 14

3. Attendance, Readings, Participation, and In-Class Assignments/Activities:

To get the most out of this course (i.e., to learn, to do well on exams, and to prepare a strong project), you are strongly encouraged to attend ALL class meetings, to complete all reading assignments on time, and to participate in class with thoughtful questions and comments. In addition, attendance will be taken via in-class assignments/activities during **8 class sessions** (each session is worth **3 points**). Attendance at any **7 of these sessions** will be counted toward your final course grade. (This means that you can miss one attendance day without penalty.)

GRADING (* FSHD 223 *)

These calculations apply to only those students who have taken all exams and have completed a case study project. Note that a significant change in the quality of one's work (i.e., a radical increase or decrease) can affect grading, especially in borderline cases.

<u>Possible Points</u>	<u>Your Points</u>	<u>Letter Grade Distribution</u>
First Exam 100	_____	377 - 421 A (90%)
Second Exam 100	_____	335 - 376 B (80%)
Final Exam 100	_____	293 - 334 C (70%)
Case Study Paper 100	_____	243 - 292 D (58%)
Class Attendance 21	_____	242 or below E

Total Possible 421 _____

COURSE REQUIREMENTS (* FSHD 223-Honors *)

1. All students are required to take THREE EXAMS:

Each exam will contain a mix of multiple-choice and short-answer (one paragraph) questions. Exam questions will be based on the lectures, required readings, handouts, films/videos/slides, guest speaker presentations, and class discussions/demonstrations.

Exam One: Thursday, February 10
Exam Two: Thursday, March 24
Final Exam: Tuesday, May 10 (2:00 - 4:00 p.m.)

2. All students are required to complete one CASE STUDY PROJECT (with honors-specific due date and additional requirements):

The project will focus on either an infant/toddler (10 months - 30 months) or a preschooler/young child (3 1/2 years - 6 years) and will entail some library research as well. More detailed instructions/guidelines and criteria for grading will be distributed and discussed in class. Here are the due dates:

Due Date: Thurs., April 21

3. Attendance, Readings, Participation, and In-Class Assignments/Activities:

To get the most out of this course (i.e., to learn, to do well on exams, and to prepare a strong project), you are strongly encouraged to attend ALL class meetings, to complete all reading assignments on time, and to participate in class with thoughtful questions and comments. In addition, attendance will be taken via in-class assignments/activities during **8 class sessions** (each session is worth **3 points**). Attendance at any **7 of these sessions** will be counted toward your final course grade. (This means that you can miss one attendance day without penalty.)

GRADING (* FSHD 223-Honors *)

These calculations apply to only those students who have taken all exams and have completed a case study project. Note that a significant change in the quality of one's work (i.e., a radical increase or decrease) can affect grading, especially in borderline cases.

<u>Possible Points</u>		<u>Your Points</u>	<u>Letter Grade Distribution</u>		
First Exam	100	_____	413 - 461	A	(90%)
Second Exam	100	_____	367 - 412	B	(80%)
Final Exam	100	_____	321 - 366	C	(70%)
Case Study Paper	140	_____	266 - 320	D	(58%)
Class Attendance	21	_____	265 or below	E	

Total Possible

461

SPECIAL NEEDS

Students needing special accommodations or services to meet the requirements for this course must register with the Disability Resource Center, 1224 East Lowell Street, 621-3268, <http://drc.arizona.edu>, and request that the instructor be notified of the accommodations/ services as soon as possible. *In order to take your exams through the Testing Accommodation Service Center, you **must** have documentation on file in that office.* To begin an exam at Testing Accommodations at a time other than usual class time, you must obtain written agreement from the instructor and bring this signed agreement to Testing Accommodations at least three business days in advance of the exam date.

POLICIES & EXPECTATIONS

IF YOU HAVE ANY QUESTIONS REGARDING THE COURSE, PLEASE FEEL FREE TO CONTACT PROFESSOR KOERNER OR OUR T.A. KAMI MERRIFIELD FOR ASSISTANCE AND/OR CLARIFICATION.

- Students are encouraged to share intellectual views and freely discuss the principles and application of course materials. However, all graded requirements must be executed independently. All students are expected to follow the University's Code of Academic Integrity. Cheating in any form (e.g., plagiarism, the use of another student's paper) is unacceptable in this class. Appropriate action will be taken in the event the Code is violated. Students are encouraged to read the code of academic integrity: <http://info-center.ccit.Arizona.edu/~studpubs/policies/cacaint.htm>.
- Please treat this class with professionalism. This includes following ordinary conventions of courtesy to your classmates and instructor during class lectures and discussions (i.e., cell phones off and stored in purses or backpacks, respectful comments, no newspaper reading, no side conversations). In addition, make all efforts to arrive on time and to stay until the class is formally ended for the day. If you must leave early, please let the professor know prior to the start of class and sit in a seat easily accessible to an exit. University policy regarding classroom behavior may be viewed online at <http://info-center.ccit.arizona.edu/~policy/disrupt.html>.
- There will be no make-up exams except in the case of a medical emergency/illness (a medical professional's signed formal, written excuse is required) or death in the family (some documentation required). Exceptions will be rare, and will require a written request to the instructor prior to the day of the exam.
- Papers will be considered on time only if received by 5:00 p.m. on the date they are due. Ten points will be deducted on papers for each day they are handed in late, unless a signed written agreement has been made with the instructor.
- There will be no make-ups for missed in-class assignments (you may miss 1 without penalty).
- If you would like the instructor to reconsider points that have been deducted on an answer you have given to an exam question, you must submit a reason / justification in writing on why you believe you should be granted points within 1 week from the day exams are returned in class.
- Any changes in the syllabus and assignment instructions will be announced in class. It is each

student's responsibility to be aware of such changes.

- Any incomplete grade given must be verified in advance in a written agreement between the student and instructor that specifies the work to be done and a timetable for completion.
- If you are unable to meet with the instructor or teaching assistant during regular office hours, please feel free to set up an alternative time.
- *Enjoy the class and learn a lot !!*

WRITING IMPROVEMENT

Students who would like to improve their writing skills can turn to the following university-based resources:

- Y All students may seek assistance from the Writing Center, a free peer-tutoring program for undergraduates. The Center has a main location (Bear Down Gym, East Side of Building, Monday - Friday 9 a.m. - 5 p.m., 621-3182) and satellite locations across campus. For more information see the homepage: <http://uawc.web.arizona.edu>
- Y Minority students and students receiving financial assistance based on need can receive free professional tutoring from the Writing Skills Improvement Program (WSIP). WSIP is located at 1201 E. Helen, 621-5849). For more information see the homepage: <http://w3.arizona.edu/~wsip>
- Y All students may attend Weekly Writing Workshops offered through the Writing Skills Improvement Program (WSIP). For more information contact the WSIP at 621-5849 or see the homepage: <http://w3.arizona.edu/~wsip>

VOLUNTEER WORK IN THE COMMUNITY

One way to learn more about the development and behavior of young children is to provide your services as a volunteer in a program for infants, preschoolers, or older children -- whether that be in a day care center, hospital, museum, social service agency, research lab, recreational center, elementary school, or after-school program. No course credit is given for volunteer work, but we highly recommend your gaining volunteer experiences. Direct experience with young children (a) is sure to enhance your learning during the semester, (b) is something the community truly needs, and (c) may help you decide on career directions. Check with Stephanie Hazel, our Service Learning Coordinator, FCS 219A, <http://cals.arizona.edu/icyf/> or 621-8931, for appropriate places for volunteer work in the Tucson area.

η COURSE OUTLINE η

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Pages to Read</u> (prior to that class)
MAJOR THEMES, BIO-ECOLOGICAL APPROACH, AND PRENATAL DEVELOPMENT			
1	Th, 1-13	Major Questions and Issues	
2	T, 1-18	Challenge of Research Design	Syllabus 3-11 31-50
	Th, 1-20	Theoretical Approaches: A Focus on Bio-Ecological Perspective	12-31 71-90
3	T, 1-25	Prenatal Development: Stages, Risks, & Protective Factors	53-64 99-126
BIRTH, NEONATAL DEVELOPMENT, AND EARLY MOTOR SKILLS			
	Th, 1-27	Reproductive Decisions & Childbirth Speaker: Joan Phillips, CNM Acacia Midwifery & Women's Health	64-70 129-147
4	T, 2-1	Neonatal Assessment	147-154
	Th, 2-3	Newborns: Sensory Abilities & Nutrition	154-162 178-182 193-205
5	T, 2-8	Infants & Toddlers: Motor Development, Health, & Safety	165-177 182-193
	Th, 2-10	<u>FIRST EXAM</u>	

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Pages to Read</u> (prior to that class)
INFANCY & TODDLERHOOD: COGNITIVE AND SOCIO-EMOTIONAL DEVELOPMENT IN CONTEXT			
6	T, 2-15	Infant/Toddler Cognitive Development	20-22 207-219
	Th, 2-17	Assessment of Cognitive Skills Guests: Infants & Toddlers	220-230
7	T, 2-22	Infant/Toddler Emotions & Temperament	249-264
	Th, 2-24	Self and Attachment	24-25 264-283
8	T, 3-1	Infant/Toddler Day Care: Policies and Practice	272-273 (box) 231-234 300-301
EARLY CHILDHOOD: PHYSICAL, COGNITIVE, AND LANGUAGE DEVELOPMENT			
	Th, 3-3	Cognitive Development: Preschoolers vs. School-Aged Children	315-328 427-436
9	T, 3-8	Assessment of Cognitive Skills Guests: Preschoolers / Young Children	23-24 328-342
	Th, 3-10	Language Development: Infancy & Childhood	235-244 348-353 451-454
10	T, 3-15	<u>SPRING BREAK!</u>	
	Th, 3-17	<u>SPRING BREAK!</u>	
11	T, 3-22	Young Children's Physical Health, Drawing & Motor Skills	287-312 418
	Th, 3-24	<u>SECOND EXAM</u>	

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Pages to Read</u> (prior to that class)
EARLY AND MIDDLE CHILDHOOD: SOCIO-EMOTIONAL AND COGNITIVE DEVELOPMENT IN CONTEXT			
12	T, 3-29	Peers: Play & Aggression	366-380 485-489
	Th, 3-31	Behavior Disorders: A Look at ADHD	434-435 (box)
13	T, 4-5	Children, Death, & Grief Speaker: Linda Hardy, Children-to-Children ▶ <i>INFANT / TODDLER PAPERS DUE</i>	324-325 (box)
	Th, 4-7	Family / Parenting Speaker: Kami Merrifield Family Studies & Human Dev., U of A	388-390 492-493 72-76; 79
14	T, 4-12	Child Abuse: Developmental / Legal Issues Speaker: TBA Child Protective Services	390-395 504-506
	Th, 4-14	No Class (but) ▶ <i>PRESCHOOLER / YOUNG CHILD PAPERS DUE</i>	
15	T, 4-19	Children, Divorce, & Remarriage	494-501
	Th, 4-21	Sex Education with School-Age Children Speaker: Dr. Carol Q. Galper Family and Community Medicine, UA	
16	T, 4-26	Extra-Familial Contexts: (Pre)-School Policies & Interventions	344-348 454- 460 76-82
	Th, 4-28	Intelligence and Creativity: Controversies & Debates	343-344 442-450 460-465
17	T, 5-3	Self and Social Relationships 365	357- 469-484

18

T, 5-10

FINAL EXAM
2:00 - 4:00 p.m.

FAMILY STUDIES AND HUMAN DEVELOPMENT 223 & 223H
“Infancy/Child Development”
Spring 2005

Please remove this last page, read and sign below, and hand it to the Instructor/TA on or before Thursday, January 20, 2005.

Statement of Student Awareness and Responsibility

Your signature below indicates that you:

- 1) *have read this syllabus in its entirety;*
- 2) *are aware of course requirements, due dates, and policies; and*
- 3) *agree to follow the policies outlined.*

Printed name: _____

ID number: _____

Signature: _____

Date: _____
Month / Day / Year

Grade-Posting Number

University guidelines prohibit posting grades through the use of the student’s Social Security Number, or Cat Card Number. Please pick a four-digit number that is meaningful to you and that you can remember so that your grades can be posted. Failure to pick a posting number indicates that you do not want your grades for this course posted.

4-digit grade posting number: _____