**TPSYCH 222**

**Infant and Child Development**

**Spring 2015**

*The contents of this syllabus are subject to change during the quarter.*

*Any changes will be announced in class and via Canvas.*

*Instructor:* Lauren Montgomery, Ph.D.

*Office:* MDS104C

*Email:* [*lmmont@uw.edu*](mailto:lmmont@uw.edu)

*Time:* 3:05 – 5:10, Tues. & Thurs.

*Place:* Joy 211

*Office Hours:*  2-3pm Tues. and by appointment

**Course Description**

This course is foundational in the science of infant and child development. It provides a basic background in theory and research in this field, forming a starting point from which to study more specific aspects of human development later on. We begin with human genetics, conception and embryology, and consider also human pregnancy and it’s relationship to child well being and development. Birth and the neonatal period come next, and then the course follows the unfolding of child development up to, but not including adolescence. Physical, emotional, cognitive, social and moral development are addressed at each age level, and students are encouraged to apply what they are learning to children in their lives or their own childhood experiences. The course consists of lectures, discussions, in-class activities and out-of-class assignments. Learning is assessed through tests, papers and presentations.

**Student Learning Objectives (SLO)**

The learning objectives of this course are:

1. To understand the major theoretical and empirical knowledge of infant and child development, both historically and currently.
2. To be able to identify, understand and explain the characteristics of each stage of child development – including physical, emotional, cognitive, social, and moral aspects.
3. To be able to read, interpret and recount both verbally and in writing scholarly scientific work in the field of infant and child development.
4. To learn to use interdisciplinary perspectives to interpret and derive insight and knowledge about human development.
5. To understand the complexity of biology, culture, environment and history as formative forces in human development.
6. To research an interdisciplinary topic, write a research paper using APA format, and formally present your findings verbally.

This course addresses the following UWT Psychology SLO’s:

1. Be familiar with the major theoretical approaches and historical trends in psychology.
2. Understand the core concepts and methodologies of psychology, including what scientific psychology is, the contributions and limitations of different methods of empirical research and be able to apply research methods, including design, data analysis and interpretation.
3. Be able to read and interpret verbally and in writing psychological research.
4. Understand that human behavior may have some common determinants and also great diversity including individual differences and variations based on differences such as culture, ethnicity, social class, gender and sexual orientation. Maintain awareness and sensitivity to diverse populations.
5. Understand the application of psychological principles to the understanding of social issues.

**Reading**

Lightfoot, C. , Cole M. & Cole S. (2013) *The development of children* (7th ed.). New York, NY: Worth.

**Course Requirements and Grading**

5 Tests - 12% each = 60% measures SLO’s – 1,2,3,5, 7-11

Research Paper = 15% measures SLO’s – 1,4,5,6,9

Presentation = 6 % measures SLO’s – 1,4,5,6,9

Child Study = 14% measures SLO’s – 4,5,10,11

Participation = 5 % measures SLO’s – 1-11

**5 Tests -** these will be administered online via Canvas every second Friday. They will be a combination of multiple choice, true/false and fill in the blank, and will test your understanding of the reading and the lecture material. Note that some lecture material may not be covered in the reading, and not all of the reading material will be covered in the lectures. In this course, concepts do build, and theories cross-reference each other so material is expected to be retained throughout the quarter.

**Research Paper –** Each student will choose an interdisciplinary research topic with a clear connection to child development and write a 6-8 page paper using APA format. More information about the paper will be provided on Canvas, but a research proposal, an outline and an annotated bibliography will all be due in stages before the final paper. The research topic should address how ideas or theories about child development are approached in other fields, such as history, literature, the arts, society & culture, anthropology, etc..

**Presentation–** Students will do a verbal presentation of their research to the class. Presentations can occur in groups, but papers must be written individually. The presentation should include some creative/artistic element, and if power point is used, no words may be on the slides.

**Child Study –** Each student will conduct an in-depth study of a child between the ages of 3-10 years. Details of this assignment will be posted on Canvas, but the study must include at least 3 hours of observation of the child, in at least two settings, and an interview with a parent or caregiver. Each child study will culminate in a two page, single spaced narrative assessment of the development of the child in the physical, social, emotional and cognitive domains.

**Class Participation** is important, and is based on participation in in-class assignments and verbal participation in class.

After the grades are in and tabulated, your final grade will be assigned as follows:

% Grade Point

99-100 4.0 A+

97-98 3.9 A

95-96 3.8 A

93-94 3.7 A-

91-92 3.6 A-

89-90 3.5 B+

87-88 3.4 B+

86 3.3 B

85 3.2 B

84 3.1 B

83 3.0 B-

82 2.9 B-

81 2.8 B-

80 2.7 C+

79 2.6 C+

78 2.5 C

77 2.4 C

76 2.3 C

75 2.2 C

74 2.1 C-

73 2.0 C-

72 1.9 C-

71 1.8 D+

70 1.7 D+

69 1.6 D

68 1.5 D

67 1.4 D

66 1.3 D

65 1.2 D

64 1.1 D-

63 1.0 D-

62 0.9 D-

61 0.8 D-

60 0.7 D-

Below 60% = 0.0

***Failure to complete all requirements may result in an F for the course, regardless of your performance otherwise.***

**Communications**

*Contacting me:* The best way to contact me is by email or by office appointment.

*Contacting you:* Every student in this course is enrolled in Canvas, please make sure you have a valid email address in that system. If you cannot log in to Canvas, contact the instructor to be hand entered into the system. Important communications about class requirements will occur through this medium, as well as posts of assignments and related course material**.**

**Late Assignments and Missed Quizzes**

Late Assignments will be marked down based on the number of days late. Make-up quizzes will be granted on a case by case basis depending on circumstances. Since quizzes are taken on-line, a documented emergency or medical condition are the primary reasons make-up quizzes will be given. **Prior arrangement, i.e. before the quiz is missed, is essential for obtaining permission to take a make-up quiz.**

**Inclement Weather**

Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. If not, but driving conditions remain problematic, check your email periodically. If the instructor cancels class she will send everyone an email indicating that as soon as the decision is made.

**Disability Support Services (Student Health and Wellness - SHAW)**

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DSS at [(253)692-4522](mailto:%28253%29692-4522), email at [dssuwt@uw.edu](mailto:dssuwt@uw.edu) and/or [uwtshaw@uw.edu](mailto:uwtshaw@uw.edu) or visit [www.tacoma.uw.edu/dss](http://tacoma.uw.edu/dss) for assistance.

**Teaching and Learning Center**

The Teaching and Learning Center (TLC) offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar & vocabulary, reading, and learning strategies. We are located in Snoqualmie 260 and online. Our schedules for appointments and drop-in visits are posted on our website at [www.tacoma.uw.edu/tlc](http://www.tacoma.uw.edu/tlc). For special needs or subject tutoring requests, please email [uwtteach@uw.edu](mailto:uwtteach@uw.edu) or call (253) 692-4417.

**Campus Safety Information**

**Escort Service:** Safety escorts are available Monday - Thursday 5 - 10:30 p.m. They can be reached either through the duty officer or by dialing #300 from a campus phone. **In case of a fire alarm:** Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all-clear from somebody "official," the web or email.

**In case of an earthquake:** DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all-clear from somebody "official," the web or email.For more information:

* [Campus Safety's "What to do in an emergency" website](http://www.tacoma.uw.edu/uwt/administrative-services/campus-safety).
* [SafeCampus website](http://www.washington.edu/safecampus/uwt/)

**Plagiarism**

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas––or unique phrasing of those ideas––without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible. For more information, please refer to:

* [Academic Honesty: Cheating and Plagiarism](http://www.tacoma.uw.edu/uwt/enrollment-services/academic-honesty)
* [Student Counseling Center web page](http://www.tacoma.uw.edu/counseling/)

**Counseling Center (Student Health and Wellness - SHAW)**

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting [www.tacoma.uw.edu/counseling](http://tacoma.uw.edu/counseling).

**Library**

The UW Tacoma Library provides resources and services to support finding resources for your assignments. We guide students through the research process, helping you learn how to develop effective strategies and find and evaluate appropriate resources. In addition to research and instructional support, we manage course reserves and print and digital collections and provide spaces for group and individual study. For assistance or more information, visit our service desks, located in SNO and TLB, or our website, <http://www.tacoma.uw.edu/uwt/library>.

**Incomplete**

<http://www.washington.edu/students/gencat/front/Grading_Sys.html#I>

An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

**Email Policy**

* [Policy on the use of email at UW Tacoma](http://www.tacoma.uw.edu/information-technology/uw-tacoma-email-policy)

**Electronic Devices**

Electronic devices (including, but not limited to, cell phones, tablets and laptops) may only be used in the classroom with the permission of the instructor. Activities that are not relevant to the course, such as checking/ sending email, playing games and surfing the web, are considered disruptive activities when class is in session. Please leave the classroom when engaging in these activities, or you may be asked to do so.

**Course Schedule**

**TPSYCH222 - *Infant and Child Development***

*Week Topic/Assignments Reading*

1 3/30 Introduction to course: The Study of Development Ch. 1

4/1 Biocultural Foundations Ch. 2

4/3 *Online – Research Proposal Due – See Canvas Assignments*

2 4/6 Prenatal Development Ch. 3 pp. 79-103

4/8 Birth and the Neonate pp.104-122

4/10 **Test 1**

3 4/13 The First three months Ch. 4

4/15 Physical and Cognitive Development in Infancy Ch. 5

4/17 *Online – Annotated Bibliography Due – See Canvas Assignments*

4 4/20 Social & Emotional Development in Infancy Ch. 6

4/22 Film: *Babies*

4/24 **Test 2**

5 4/27 Language Acquisition Ch. 7

4/29 Physical and Cognitive Development Early Childhood Ch. 8

5/1 *Research Outline Due – See Canvas Assignments*

6 5/4 Social and Emotional Development in Early Childhood Ch. 9, pp 305-319

5/6 Self Regulation, Aggression pp 320-342

5/8 **Test 3**

7 5/11 Contexts of Development Ch. 10

5/13 *Student Presentations*

5/15 *First Draft of Research Paper due – See Canvas Assignments*

8 5/18 Physical & Cognitive Development in Middle Childhood Ch. 11

5/20 *Student Presentations,* **Child Study Narrative Due**

5/22 **Test 4**

9 5/25 **No Class – Happy Memorial Day**

5/27 School as Context for Development Ch. 12

5/29 To be Determined

10 6/1 Social and Emotional Development in Middle Childhood Ch. 13

**Research Paper Due – Hard-Copy due in Class**

6/3 *Student Presentations*

6/5 **Test 5**