**CHILD DEVELOPMENT (Psych 277)**

**Block 2, 2018**

Professor: Alice Ganzel

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Office: 106B Law Hall

Class times: Afternoons from noon to 3:00

Daycare Placements, Lisbon Early Childhood Center, 6 hours per week (but refer to alternative below)

Office Hours: Tuesdays, 3:00-4:00 or by appointment; you can generally find me in my office every morning by 8:15 or so

Text: There is no one specific text for the course; see discussion under Class Structure below

Prerequisite: PSY 161 (introductory psychology)

**COURSE GOALS AND TEACHING PHILOSOPHY**

The overarching goal of this course is to deepen your understanding of the *scientific* approach to human *development* from conception through middle childhood. We will utilize a variety of methodologies to accomplish this, from the accessing texts to address daily questions to viewing videos to observing children. In order to manage the wealth of materials, you will maintain a daily *learning journal* (described more fully below). The learning journal grows out of research in neuroscience, which reveals that deep understanding comes only when one has interacted with the material in some way.

My teaching philosophy is that you and I are in partnership in this endeavor and thus, we have responsibilities to each other. I am striving to arrange experiences that will allow you to master the concepts we are studying. I expect that you will be consistently **present,** **prepared** for, and **engaged** in our work together.

This course is designed to support the Educational Priorities and Outcomes of Cornell College (<http://www.cornellcollege.edu/library/faculty/syllabi/educational-priorities-and-outcomes.shtml>). In particular, I expect you will have increased your *knowledge* of children’s behaviors and their development; and to have further developed your *inquiry,* *reasoning,* and *written communication* skills through the block projects described below.

**CLASS STRUCTURE AND DAILY ACTIVITIES**

There is no dedicated text for this course. Instead, there are a variety of textbooks available in the classroom and on reserve in the Library. Each day you will respond to a set of questions that are posted on Moodle; you are free to use whatever resources help you master the material (including the Internet), and there are a plethora of videos on child development available on YouTube. **IN ALL CASES**, you must document the source of your information in your learning journal (discussed further below). If an instance occurs where there is discrepant information, this will allow us to trace back to the original source to try to resolve that discrepancy. As you have time and/or a particular interest I encourage you to access more than a single resource.

In class then, we will be working through the questions, clarifying information that seems ‘fuzzy,’ using exercises to help solidify our understanding, etc. The following day (after you have slept on the information), we will begin the class with a low-stakes quiz. Research into the neuroscience of learning suggests that these strategies are particularly useful in helping people retain this information over the long-term.

Although occasionally I will add to material through lecture, by-and-large we will use our class time for exercises, investigation, and discussion. It may help to think of classes as workshops. Plan to bring your laptop to every class.

We are utilizing a *topical* vs. *chronological* approach. Each week in your learning journal, you will translate what we have studied that week into a chronological ‘timetable’ (i.e., what is important at what ages). This is discussed further later in the Syllabus.

**ASSESSMENT**

Each portion of the course contributes the following percentage to your final grade, and is detailed more fully below:

|  |  |
| --- | --- |
| Attendance, participation, classroom etiquette | 10% |
| Daily low-stakes quizzes (~1 to 1 ½ % each) | 15% |
| Learning journal reflection and organization (weekly) | 15% |
| Weekly retrieval and consolidation exams | 30% |
| Block project | 30% |

Final course grades will be determined on a percentage basis using the following:

94 to 100% 🡪 A 84 to 86% 🡪 B 74 to 76% 🡪 C 64 to 66% 🡪 D

90 to 93% 🡪 A- 80 to 83% 🡪 B- 70 to 73% 🡪 C- 60 to 63% 🡪 D-

87 to 89% 🡪 B+ 77 to 79% 🡪 C+ 67 to 69% 🡪 D+ below 60% 🡪 F

**Attendance, participation and classroom etiquette:**

Daily attendance is imperative on the block plan. We have a lot to accomplish this month, so you should plan accordingly. Students will be allowed no more than ***3 excused absences***. If you must miss a class, contact me beforehand, and plan to check with your classmates or me as to what was covered. If a student misses more than three classes (excused) or any unexcused classes the course grade will be lowered by 1/3 of the letter grade (e.g., from A to A-). (I reserve the right to adjust this policy in the case of individual unforeseen and unavoidable circumstances.) Furthermore, habitual tardiness will result in the same penalty.

Additionally, student engagement with the material and with classmates is essential to effective learning. Each of us brings unique views and perspectives to the learning process. Therefore, students are expected to participate regularly during class in an insightful and thoughtful manner that respects the viewpoints of other students and the instructor. Informed, frequent, active, engaged, and thoughtful participation will result in a high participation grade.

I expect you to be fully engaged in class material and with your classmates. Effective collaboration includes being attentive and non-disruptive in class, being respectful of others’ opinions, being present and arriving to class on-time, **TURNING OFF AND PUTTING AWAY CELL PHONES** **AND EARBUDS** and avoiding distractions like reading the newspaper, knitting/crafts, etc. We will frequently use laptops in the classroom. I expect you to use it *only* for class activities: no surfing the web, checking your e-mail, watching videos, etc. Any of these violations will also result in a lower participation grade. You may bring coffee/water/soda/etc., with you to class, but please ask me before bringing food into the classroom.

**THE LEARNING JOURNAL (also known as the Interactive Notebook)**

(adapted, with permission, from Kerry Bostwick)

*Reading* is not the same as *studying.* To help you prepare for daily activities, you will keep a *learning journal* to help you facilitate interaction with course material. This will be the place for you to record your responses to the course questions for that day, and to incorporate notes from class. **The purpose of the Learning Journal is to enable you to be a creative, independent thinker, learner, and writer.**

**What Goes in Your Learning Journal?**

EVERYTHING we do in class and for class goes in your learning journal. First, as you can see, you have daily questions to complete, and occasionally I have assigned videos for you to view outside of class. Furthermore, you will want to takes notes on our discussions in class. This includes ideas generated in small group discussions and any information I convey. You will likely want to record others’ ideas (and be sure to credit your classmates for these). Generating your own visual images, metaphors and analogies is highly effective in cultivating your learning.

In addition, depending on your choice of block project, your observations of children at the LECC daycare, or your progress on your research proposal or review paper, will be incorporated into your notebook.

You and I will assess your learning journal three times during the course, each Friday (see the Course Schedule). You will write a **reflection narrative**, where you discuss your learning for that week: What concepts came more easily? What concepts were more difficult to grasp? What kinds of things did you do to help yourself better understand? Were there discoveries that you found particularly enlightening? What things were frustrating to you? What questions are still unresolved? What might you like to investigate further? etc. The purpose of these assessments is to allow you to **reflect on your own learning processes**. This process, thinking about thinking, is known as ***metacognition*** and is a powerful tool in learning.

Additionally, as an appendix to the reflection narrative, you will include an outline or concept map or similar **organizational scheme** (see www.inspiration.com for other ideas). Findings from the neuroscience of learning indicate that a memory process known as ***chunking*** greatly facilitates both memory itself and depth of understanding. Additionally, this organizational scheme **MUST** incorporate a translation from our *topical* approach into *a chronological* approach (as per class discussion).

Your reflection narrative should not exceed two pages, double-spaced, and must be submitted via the assignment folder on Moodle. (See general guidelines for written assignments later in the syllabus.) You will not turn the notebook itself; however, I reserve the right to ask to review your notebook itself at any point during the course.

The overarching goal of the Learning Journal and these self-assessments is to ***encourage you to be responsible for your own learning.*** The Learning Journal will help to inculcate your ***knowledge***, ***inquiry*** and ***communication*** skills.

Given the rigor of the course and the intense workload, I encourage you to work extensively with me, your classmates, and the support systems in the College, especially College librarians and personnel from the Center for Teaching and Learning. Here is their contact information:

Meghan Yamanishi, Social Sciences Librarian, [myamanishi@cornellcollege.edu](mailto:myamanishi@cornellcollege.edu); ext. 4454

Jessica Johanningmeier, Quantitative Reasoning Consultant; [jjohaningmeier@cornellcollege.edu](mailto:jjohaningmeier@cornellcollege.edu) or [www.cornellcollege.edu/library/qrs](http://www.cornellcollege.edu/library/qrs); ext. 4222

Laura Farmer or Jennifer Haigh, the Writing Center; [lfarmer@cornellcollege.edu](mailto:lfarmer@cornellcollege.edu), [jhaigh@cornellcollege.edu](mailto:jhaigh@cornellcollege.edu) or [www.cornellcollege.edu/library/wrc](http://www.cornellcollege.edu/library/wrc); ext. 4462

**BLOCK PROJECT**

You have three options for furthering and deepening your skills and understanding of children’s development. First, you may complete a placement at the Lisbon Early Childhood Center (LECC) making observations of children’s behaviors. Alternatively, you can complete a research proposal on a specific topic in development, or an integrative paper on a specific topic. Each is detailed on the separate handouts.

**FORMATTING FOR PAPERS**

All of your papers should be typed in APA style. This means that:

* **everything** should be double-spaced (NO EXCEPTIONS!);
* there are one-inch margins on all sides;
* there is a running head in the top margin of every page that is left-justified, with the page number, which is right-justified;
* you include a cover page with the running head, the title of your paper, your Cornell ID # (in lieu of your name), and your affiliation (i.e. Cornell College); aside from the running head, the remaining information should be centered vertically on the paper, and generally horizontally as well;
* you begin the second page of your paper with the title (same as on page 1) and the body of the paper.

I will place an **APA template on Moodle** for you to use; but please note that it is *your* responsibility to make sure things are in proper format. The Library has a copy of the APA Manual, so be ready to consult this if necessary.

**LATE POLICIES:** All written work should be submitted in *Word* format in the specific assignment folder available on Moodle; the time due is noted on the Assignment folder. Late work will be penalized 2% per hour up to 5 hours, and 10% per day thereafter.

**CORNELL POLICIES**

HEALTH ISSUES: If medical or psychological conditions arise during the block, please consult with me, and/or with a medical or psychological health provider, before your progress in the course may become impeded. If health concerns make the completion of this course not viable, you may petition for a health withdrawal (WH), but you should be aware that Cornell counselors and health professionals will not normally issue support for a WH unless you have consulted them at or near the onset of the problem.

STUDENTS WITH DISABILITIES: Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

ACADEMIC HONESTY: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

**COURSE SCHEDULE**

Sometimes it is necessary to make adjustments on the block plan. Please be prepared to be flexible, and so will I.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Class preparation **IN ADDITION TO DAILY QUESTIONS** | Other assignments |
| 9/24 | Orientation/broad issues |  |  |
| 9/25 | Research methods |  |  |
| 9/26 | Genetics | Watch these two videos:  *Our Genes and Us*, available through Films-  on-Demand through Cole Library\* **and**  http://www.pbs.org/wgbh/nova/body/epigenetics  .html |  |
| 9/27 | Prenatal and birth | Find any YouTube video of an actual childbirth  (there are many) and view |  |
| 9/28 | Brain development and other | Watch *Wider than the Sky* available through Films-  on-Demand through Cole Library\* | Reflection on learning journal due 9:00 p.m. |
|  |  |  |  |
| 10/1 | Retrieval & Consolidation exam |  |  |
| 10/2 | Emotion |  |  |
| 10/3 | Cognitive 1 (Piaget/Vygotsky) | Find any YouTube video of Piaget that illustrates preoperational vs. concrete operational thinking  Watch *Vygotsky’s Developmental Theory* available through Films-on-Demand through Cole Library\* |  |
| 10/4 | Cognitive 2 (Info Process & Core knowledge) |  |  |
| 10/5 | Language | Watch the following YouTube videos:  [Koko](http://www.youtube.com/watch?v=B5tsSyrTy0g&feature=related)  [Kanzi and lexigram](http://www.youtube.com/watch?v=wRM7vTrIIis&NR=1)  [Kanzi and spoken language](http://www.youtube.com/watch?v=2Dhc2zePJFE)  [Alex](http://www.youtube.com/watch?v=vXoTaZotdHg)  [More Alex (NOVA)](http://www.youtube.com/watch?v=SzPiTwDE0bE)  [The linguistic genius of babies](https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies)  [Nicaraguan sign language](https://www.youtube.com/watch?v=pjtioIFuNf8) | Reflection on learning journal due 9:00 p.m. |
|  |  |  |  |
| 10/8 | Retrieval & Consolidation exam |  |  |
| 10/9 | Motivation/Self |  |  |
| 10/10 | Gender | Watch “Growing Up Trans” |  |
| 10/11 | Family |  |  |
| 10/12 | Broader contexts (peers, schooling, media) |  | Reflection on learning journal due 9:00 p.m. |
|  |  |  |  |
| 10/15 | Retrieval & Consolidation exam |  |  |
| 10/16 | TBA | [Presentations and/or working in class] |  |
| 10/17 | TBA | Presentations and/or final paper |  |

\*Go to Cornell College – Library – Electronic resources – Films on Demand (alphabetical list) – Menu – Home – Browse Subjects – Psychology – search under the title. (You may be able to simply enter the title in the search bar.

**OPTION 1: PLACEMENT, OBSERVATIONS, AND PORTFOLIO**

One of my goals for this course is help you learn to link children’s everyday behaviors with the concepts we’re learning. Thus, one option for the course is to complete a placement at the Lisbon Early Childhood Center. You would choose/be assigned to one classroom throughout the entire block (infants, toddlers, preschoolers, etc.). You would there **three** times a week for **two** hours at a time.

This project consists of three parts: making written observations of children’s behaviors, writing commentary that draws connections between course concepts and children’s behavior, and then, with a group of your classmates, combining a set of observations into final portfolio. Each is addressed below in turn.

Observations

While at your placement, your task will be two-fold: to assist teachers in whatever ways they find helpful, and to make **systematic observations** of children’s behaviors. Observations recount some incident or episode of behavior, and should include:

* the date and time you observed the behavior,
* a description of the setting, including the people present, and
* a step-by-step account of what transpired; a factual, objective, detailed account of what the child (or children) says and does; (as necessary, include tone of voice, facial expressions, and body language).

Your goal in writing these observations is to “paint the picture” so well that I can clearly imagine the incident as I read your account. Although there is some leeway, you should typically refrain from including editorial comments in your observations. *Please note that you must use* ***pseudonyms*** *for the children and all other participants.* (See further comments below.)

You may also find it fruitful to develop some structured observations (i.e. "set up" a situation and then observe the children's responses) in lieu of waiting for particular behaviors to occur spontaneously. However, **you must first obtain the permission of the teacher** in the classroom, and these should be fairly short and innocuous situations so as not to interrupt the teachers’ plans. All the textbooks will have descriptions of research studies, and you may want to re-create one of these.

You should plan on completing ***at least***one observation each day you are at your placement. I would suggest you keep a small notebook with you and jot down instances as they occur. (And please note, you may **NOT** use your cellphone for note-taking as this is disruptive to the classroom atmosphere.) You should then write up complete observations as soon as possible after leaving the facility (or while there if possible) while the details are still fresh in your mind. Additionally, you will pose **questions** about the behaviors you see. I have posted an example of an observation and questions on Moodle.

Observation with Commentary

Your next step will be to make connections between the behavior(s) you’re observing and the **concepts** we’re learning. Again, I will place an example on Moodle to illustrate this.

Final Portfolio

For the final portfolio, you and other class members will share observations across the various ages. For example, you might each have observations that relate broadly to language development, sense of self, or to gender understanding, etc. (This is why it is important to have a broad set of observations from which to draw.) Your portfolio will involve selecting a set of observations with their respective commentaries, and then composing a final overview summary, that illustrates the development of the behaviors of interest. I will give you some time in class for class members to coordinate observations for portfolios.

*Note:* Lisbon Early Childcare Center has been gracious in allowing us into their facility, and I expect you to act responsibly in turn. In particular, you must respect the privacy of the children and teachers you’re observing and their families. For example, you must **NEVER** use a child’s real name in describing behavior, either in or out of class, and you should **NEVER** discuss any child’s behavior in any disparaging way, either for the duration of this class or ever hereafter. Also, you must contact both the Center and me if you cannot be there when you’re supposed to. Contact information is shown below.

|  |  |
| --- | --- |
| Lisbon Early Childhood Center  Breanna Ties, Director  319-455-2034; [bties@lisbon.k12.ia.us](mailto:bties@lisbon.k12.ia.us) |  |

**OPTION 2: RESEARCH PROPOSAL**

Alternatively, you can choose to complete a research proposal for the class. A research proposal is a plan for collecting research, and involves reviewing the previous research on a *specific* topic related to children’s development, identifying the unanswered questions related to that topic, and then conceptualizing a plan to measure those questions. This includes identifying a potential subject pool and the measures and procedures you will use to address these. Note that you do not actually collect data with a proposal; this teaches the ability to conceptualize the plan to collect data.

We will spend some time in class identifying some possible topics, but you will need to choose your topic by the second or third day. By the end of the first week, you will need to have identified a set of at least eight potential sources. These should reflect the *development* of that behavior, and thus address different ages. I will then help you narrow that to a set of 5-6 that you will use to develop your proposal. Meghan Yamanishi, Social Science librarian, is an additional resource for this.

For each of the background articles, you will summarize the following information:

* What is the issue the authors are addressing? and/or What was the purpose of the study? Include any background that is important to understanding the purpose. This will typically include a rationale for completing the study (i.e., why is this information important?) Report the hypothesis(es) (if stated).
* Describe the sample, including the number of participants, their ages, and any relevant demographics (this will almost always include the gender split). If the participants are placed into groups, how did the researchers do so? How many in each group?
* What methodology (research design) did the authors use? observation? survey? experiment? correlation?
* Was the study a *developmental* design? If so, what type?
* What are the variables they were investigating, and *how did they measure (operationally define) those?* (I will want details on these.)
* What were the main findings of the study? (Do not report statistical tests here; concentrate on the big picture.)
* How did the authors interpret their findings and/or what conclusions did they draw from the findings?

After summarizing each article, you will summarize *across* the articles, and note the “next steps” and unanswered questions. This will allow you to form the basis for the research you would propose to undertake. (Again, you will not actually collect that data, but the plan must be specific and sufficiently detailed that given sufficient time and resources, you would be prepared to undertake the study.)

The research proposal will have three main subsections: the Introduction (the background literature), the Methods section, and the Expected Results. This should be in proper APA style.

**OPTION 3: RESEARCH REVIEW PAPER ON SPECIFIC TOPIC AND LINKS TO COURSE TOPICS**

Some of the more advanced students in the class may have already identified a topic of interest that they wish to pursue in greater depth. The third option is designed to allow for this. For example, if you have already done a great deal of background research on the topic of attention-deficit disorder, you may use the singular topic and then expand on this for each of the substantive units we cover. Presumably, students in this situation will already have identified a body of research which they can summarize. The final product then will consist of identifying **one** research article for each of the broad course topics (e.g., genetics, prenatal development or birth, brain development, emotion, etc.), briefly summarizing this, and then, for the final paper, summarizing *across* these various domains to paint the broad picture of development within that particular topic.

Students wishing to pursue this option should visit more fully with me so we will be able to work together in shaping the final product