

**INFANT AND CHILD DEVELOPMENT, SPRING 2017  
PSY 24600; Six Sections (C, C2, SEK, C4, C5, C6)**



## IT'S IN THE SYLLABUS

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<b>Professor:</b>	Sarah O'Neill, Ph.D.	<b>Lecture times:</b>	M & W 11:00-11:50 am
<b>Professor Office:</b>	NAC 7/114B	<b>Lecture location:</b>	NAC 1/214 (Aronow Theater)
<b>Professor Phone:</b>	212.650.5701	<b>Office Hours:</b>	W 1:30 pm-2:30 pm
<b>Professor Email:</b>	soneill2@ccny.cuny.edu		

<b>TA1:</b>	Esen Karan	<b>TA2:</b>	Kelly Conover
<b>TA 1 recitations:</b>	C, C2, SEK	<b>TA 2 recitations:</b>	C4, C5, C6
<b>TA 1 recitation times:</b>	F 9:00-9:50 am (C, 37550)	<b>TA 2 recitation times:</b>	F 9:00-9:50 am (C4, 37552)
	F 10:00-10:50 am (C2, 37551)		F 10:00-10:50 am (C5, 37554)
	F 11:00-11:50 am (SEK, 37553)		F 11:00-11:50 am (C6, 54404)
<b>TA 1 recitations room:</b>	NAC 7/220	<b>TA 2 recitations room:</b>	NAC 7/218
<b>TA1 Email:</b>	ekaran@gradcenter.cuny.edu	<b>TA2 Email:</b>	<a href="mailto:kconover@gradcenter.cuny.edu">kconover@gradcenter.cuny.edu</a>
<b>TA1 Office Location:</b>	NAC 7/239	<b>TA2 Office Location:</b>	NAC 7/118
<b>TA1 Office Hours:</b>	Friday 12 – 12:50pm (By appointment)	<b>TA2 Office Hours:</b>	Friday 12-12:50 pm (By appointment)

**Course Description:** The aim of this course is to introduce psychology undergraduate students to basic and advanced psychological theories, principles, and concepts related to development during infancy and childhood. This course will review theories in the domains of development such as physical development, cognitive development, social-emotional development, attachment, moral reasoning, and social learning.

### Learning Objectives

- To gain an understanding of the various domains, stages, and periods of development during infancy and childhood.
- To learn how different theorists (e.g., Bowlby, Ainsworth, Piaget, Watson, Skinner, Vygotsky etc.) conceptualize infancy and childhood development.
- To learn how developmental principles/theories are applied to concrete and specific issues (e.g., child-rearing practices, education, and criminal justice system), in the context of normal as well as abnormal development.
- To learn how to apply critical thinking skills to theories of development. Students will learn how to use their reasoning and analytic skills to compare and contrast theories of development, relate them to their own experiences and observations, and describe the main limitations of each theory.
- To communicate their ideas orally and in writing.

### Course Materials

**Textbok:** Kail, R. V. (2015). *Children and their Development* (7th edition). Pearson Education Inc: USA. PLUS REVEL (please visit <http://www.pearsonhighered.com/revel/students/> for more information about REVEL). ISBN: **9780133939170**

**Selected readings** provided by instructor will be posted on Blackboard.

- Wk 3 2/17 Copeland et al. (2016). Societal values and policies may curtail preschool children's physical activity in child care centers. *Pediatrics*, 129(2), 265-274.
- Wk 4 2/24 Hanna-Atisha, M. et al. (2016). Elevated blood lead levels in children associated with the Flint drinking water crisis: A spatial analysis of risk and public health response. *American Journal of Public Health*, 106(2), 283-290.
- Wk 5, 3/03 Cortese et al. (2013). Obesity in men with childhood ADHD: A 33-year controlled, prospective, follow-up study. *Pediatrics*, 131(6), e1731-8. doi: 10.1542/peds.2012-0540
- Wk 7 3/17 Ekman, P. (1999). Basic Emotions. In T. Dalgleish and M. Power (Eds.). *Handbook of Cognition and Emotion*. Sussex, U.K.: John Wiley & Sons, Ltd.
- Wk 8, 3/22 Beebe, B., & Steele, M. (2013). How does microanalysis of mother-infant communication inform maternal sensitivity and infant attachment? *Attachment & Human Development*, 15(5-6):583-602. doi: 10.1080/14616734.2013.841050.
- Wk 8, 3/22 Johnson, S. C., Dweck, C. S., & Chen, F. S. (2007). Evidence for infants' internal working models of attachment. *Psychological Science*, 18, 501-502.
- Wk 13 4/24 Crain, W. (2011). *Piaget's cognitive-developmental theory*. In W. Crain, *Theories of Development: Concepts and Applications* (6th edition).
- Wk 13 4/26 Vygotsky, L. (1978). Interaction between learning and development. In *Mind and Society* (pp. 79-91). Cambridge, MA: Harvard University Press. Reprinted in M. Gauvian & M. Cole (1997). *Readings on the development of children* (2<sup>nd</sup> ed.). New York: W H Freeman and Company.
- Wk 16 5/15 Kohlberg, L., & Hersh, R. H. (1977). Moral development: a review of the theory. *Theory into Practice*, 16(2), 53-59.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582.

### Expectations and How to Succeed in Class

#### 1. Be Prepared, Turn Up to Class, and Participate! (i.e., the Attendance Policy)

I expect you to attend all classes and recitation sessions, and to turn up on time. When you are in class I expect you to participate. Moreover, I prepare the lectures on the assumption that you have done the work required before you come to class. In order to be able to obtain maximum benefit from the lectures and to fully participate in class discussion you must have done readings. If I, or your TAs, find that people are not participating, or that it is the same individuals who participate week after week, we will call on people to offer their thoughts/comments.

Attendance will be taken every week in recitation sessions and randomly during lectures. **If you are more than 10 minutes late, you will be marked as LATE. If you are more than 30 minutes late, you will be marked as ABSENT.**

It is your responsibility to turn up to class on time. **Please note that each time you receive (L) you will lose half a point from your recitation participation grade.**

You will be dropped from the course if you are excessively absent. For this class that means that **YOU CANNOT HAVE MORE THAN TWO UNEXCUSED ABSENCES & TWO EXCUSED ABSENCES** from recitation sessions. If you do, you will be assigned a **WU grade**.

For an absence to be “excused” you must:

1. Notify your TA before your recitation session begins
2. Provide written documentation (e.g., medical certificate, jury summons) as to why you are absent within one week of your absence (note that an original or a copy of this documentation will be kept on file).

### 3. Be Professional!

When emailing me or your TA, please be professional. State my name (or your TA’s name), your name, and politely outline your issue. We will not answer disrespectful emails. For in-class discussions, please be respectful of your peers. Offensive language and aggressive comments will not be tolerated. Basically, disagreement with your colleagues is absolutely fine - just be polite!

Please keep electronic devices for class work only. Please keep your phones on silent and in your bags. If you are expecting an urgent call (e.g., family member is having surgery; partner is going into labor) please let us know about the issue before the class starts. If you bring a laptop or tablet to class, limit it to class-relevant use (e.g., typing notes, viewing assigned articles).

### 4. Academic Integrity

Plagiarism and cheating will not be tolerated. Any instances of plagiarism and/or cheating will be dealt with as per CUNY policy. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Make sure that you are familiar with the University’s published policy on academic dishonesty, cheating and plagiarism. You can find this policy at: <http://www1.cuny.cuny.edu/current/integrity.cfm>

### 5. Check Blackboard!

Everything that you need to know about the course will be posted on Blackboard. Make sure that you check it regularly! Emails will be sent to class distribution lists through Blackboard. So, if you most commonly check an account such as gmail or yahoo, make sure that you forward your emails from your City College email account to your personal account. To log in to Blackboard go to:

[https://cunyportal.cuny.edu/cpr/authenticate/portal\\_login.jsp](https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp)

### Disability

The AccessAbility Center  
Office: NAC 1/218  
T. (212) 650-5913

In compliance with CCNY policy and equal access laws, appropriate academic accommodations are offered for students with disabilities. Students must register with the AccessAbility Center for reasonable academic accommodations.

Under the Americans with Disability Act, an individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities. If you have any such issues, I encourage you to visit the AccessAbility Center to determine which services may be appropriate for you.

### The Writing Center

Office: Samuel Rudin Academic Response Center  
Where: Upper NAC Plaza at 136<sup>th</sup> and Amsterdam (enter from Amsterdam)  
T. (212) 650-8104

The writing center has trained tutors who are available for one-on-one consultation to help you with your writing assignments. If you are struggling with your writing, please schedule an appointment with them.

## Course Grading

Grades will be calculated based on CCNY classification:

A+	97-100	B+	87-89	C+	77-79	D	60-69
A	93-96	B	83-86	C	73-76	F	≤ 59
A	90-92	B-	80-82	C-	70-72	WU	Excessive Absences / Insufficient coursework

## Course Assessment

Assessment	Percentage of Overall Grade	Date(s)
REVEL chapter quizzes	Best 10/12 attempts 10 x 1.5% each = 15%	See Course Calendar below
Blog response to documentary "Babies"	5%	02/10/17
Journal Article Summary -	5%	03/03/17
Test (wks 3-8)	25%	03/24/17 (in recitation)
Journal Article Critique 1	7.5%	04/07/17
Journal Article Critique 2	12.5%	05/05/17 (in recitation)
Final Exam (wks 9-16)	25%	05/20/17 – 05/26/17
Participation in recitation	5%	See Course Calendar below
<i>Extra-credit options</i>		
SONA Experiment participation	Up to 2.5 points bonus on course grade for experimental participation (0.5 points for each SONA credit completed)	Must be completed and credits assigned to this course by 5/19/17

**NOTE: YOU MUST COMPLETE ALL GRADED COURSEWORK. FAILURE TO COMPLETE BOTH OF THE TEST, THE PAPERS AND THE FINAL WILL RESULT IN YOU BEING ASSIGNED A "WU" GRADE.**

### Quizzes using REVEL

To ensure that you are keeping up to date with reading the assigned chapters, and that you understand the material presented in each chapter, a quiz will be assigned at end of each book chapter (see calendar below for the dates of these quizzes). All of the questions will be drawn from the reading material assigned for the week. **Quizzes are administered through REVEL**, a Pearson digital product. They are open book and open notes, but you cannot work with other class members. **Quizzes MUST be completed BY 5 PM FRIDAY NO EXCEPTIONS** in order for you to receive a grade. You can complete the quizzes earlier in the week if you want to.

**There are no make-ups for quizzes. Their purpose is to make sure you are up to date with the readings and that you understand the key concepts from those readings.** There are 12 quizzes in total; your best 10 scores will count towards your final grade (1.5% for each quiz to give a total of 15% of your grade). Results of each quiz will be posted on Blackboard within a week of you taking it. Please get into the habit of checking Blackboard regularly.

REVEL contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit this link: <https://console.pearson.com/enrollment/vltagy>
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.

3. Choose your course under 'My Courses' (i.e., PSY 246) and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact Dr. O'Neill or your TA if you lose the invite link.

<https://console.pearson.com/enrollment/vltagy>

### Blog Response

After watching the documentary "Babies" in class, you will write a blog response to the following question: "Which scenes in the film most clearly indicate to you the interconnectedness, the similarity in all human behavior and why?"

- Your response must be at least one paragraph long.
- You will earn up to 5 points for your response, which must state:
  - Scenes that you believe show the similarities in human behavior AND your reasons for choosing these scenes.
- Your blog response is due **Fri 02/10/17, 5 pm**. IF YOU SUBMIT AFTER THIS DATE YOU WILL RECEIVE NO POINTS.
- You will access the forum through the Discussions tab on Blackboard.

### Test & Exam

You are expected to attend the test & final exam at scheduled times. **There are no make-up tests**. In the case of **extraordinary** circumstances (e.g., serious illness) you must **notify me or your TA PRIOR to the test taking place AND provide written documentation as to why you could not attend** (e.g., a medical certificate; jury summons). In such cases you will write a make-up paper.

You may be examined on all material covered in lectures and assigned readings. The test and the final exam are closed book, but they are not cumulative. You may not drop either the test scores or your final exam score.

You may not leave a test or final exam within the first 30 minutes of the official start time. You may not enter a test or exam AFTER 30 minutes from the official start time. If you arrive more than 30 minutes after the start time, you will not be allowed to take the test/exam and you will receive zero.

### Journal Article Summary

- The objective of this paper is for you to gain experience reading primary source materials.
- **You will summarize the following primary source journal article in your own words (it is posted on Blackboard)**
  - Rajendran, K., Kruszewski, E., & Halperin, J. M. (2016). Parenting style influences bullying: a longitudinal study comparing children with and without behavioral problems. *Journal of Child Psychology & Psychiatry*, 57(2), 188-195.
  - Make sure that you write these in your own words. You cannot copy from the article as this is considered plagiarism.
- This is due on **03/03/17**
- You will submit an electronic copy of each assignment through Safe Assign on Blackboard before your recitation session begins
- IN ADDITION you will submit a hard copy of each paper to your TA during the recitation session
- If you submit the papers within 1 hour past due date, you will lose 25% of the grade

- If you submit the papers between 1 hour late and the end of the day on which it is due, you will lose 50% of the final grade
- If you submit the papers the following day or later, you will receive zero.
- You will receive article summary paper grade during recitation session on 03/24/17.

#### Grading Rubric:

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1. Brief background (5 points)
  2. Study design (what was the study design? What are the factors and levels) (5 points)
  3. Aims (2 points)
  4. Hypotheses (3 points)
  5. Method (15 points)
    - a. Participants (how many)
    - b. Measures (what were they?)
    - c. Procedure (what did the authors do)
    - d. How data were analyzed (what statistical analysis did the authors do?)
  6. Results (10 points)
  7. Conclusion (5 points)
  8. Clarity of writing (5 points)
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Total = 50 points

Tip: Please start this paper early! This way, if you have any questions about the paper, or are uncertain of aspects of the article, you can ask me or your TA!

#### Journal Article Critique

- The objective of these papers is for you to gain experience critiquing primary source materials.
- **You will use the template and guidelines posted on Blackboard to evaluate two primary source articles**
  - Critique 1: Ferjan Ramirez, N, et al. (2017). Speech discrimination in 11-month-old bilingual and monolingual infants: a magnetoencephalography study. *Developmental Science*.
  - Critique 2: Bian, L., Leslie, S-J., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. *Science*, 355, 389-391.
  - Make sure that you write these in your own words. You cannot copy from the article as this is considered plagiarism.
  - Both articles are posted on Blackboard.
- Journal critique 1 is due on **04/07/17**
- You will get feedback on your critique on
- Journal critique 2 is due on **05/05/17**
- **Part of your grade for critique 2 will be for taking on board feedback from critique 1**
- You will submit an electronic copy of each assignment through Safe Assign on Blackboard before your recitation session begins
- IN ADDITION you will submit a hard copy of each paper to your TA during the recitation session
- If you submit the papers within 1 hour past due date, you will lose 25% of the grade
- If you submit the papers between 1 hour late and the end of the day on which it is due, you will lose 50% of the final grade
- If you submit the papers the following day or later, you will receive zero.

#### Grading Rubric:

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1. Citation (1 points)
2. Study purpose (4 points)
3. Literature (2 points)
4. Design (3 points)

5. Sample (10 points)
6. Outcomes (10 points)
7. Results (10 points)
8. Conclusions & Implications (5 points)
9. Clarity of writing (5 points)
10. Taking on board feedback from critique 1 (5 points) (FOR CRITIQUE 2 ONLY).

Critique 1 Total = 50 points; Critique 2 Total = 55 points.

Tip: Please start these papers early! This way, if you have any questions about the paper, or are uncertain of aspects of the article, you can ask me or your TA!

### Participation in Recitations

You will be graded on your participation in recitation sessions (5% of course grade). Participation is evaluated on quality (not quantity) of contribution to the class discourse. This does not mean talking a lot; quality of participation includes facilitation of group discussion, questioning, and integrating others' ideas and comments.

Your attendance at recitation counts towards this grade, as does turning up to recitation on time.

### Extra Credit: Experimental Participation

You can earn up to 2.5 points on your course grade for participation in experiments being run by psychology department researchers. Each participation credit is worth a bonus of 0.5 points to your final grade up to a total of 2.5 points. You can sign up for a study through the SONA system web page:

<https://ccny.sona-systems.com/>

After you have completed your participation, the researcher who is running the study will assign you your credits through the SONA system. The option will be available within SONA to assign your credits to this course. **You have until 5/19/17 to complete experiment participation AND assign your credits to this course.** No documentation will be accepted after this date.

### Tracking your Progress in the Course:

Please be responsible for keeping track of your attendance and your grades throughout the semester. We encourage you to log into Blackboard regularly to monitor your progress in the class. Bring any grade problems to our attention immediately. Please do not wait until the final grades have been set to deal with grade problems, for it is much more difficult (and often impossible) to change grades after they have been sent to the registrar.

### COURSE CALENDAR (Subject to Change)

WEEK	CLASS	DAY/ DATE	TOPIC	READINGS	ASSESSMENT
1	Lecture	M 1/30	Foundational Theories in Child Development	Ch. 1: Science of Child Development	
	Lecture	W 2/01	Child Development Research	Ch. 1: Science of Child Development	
	Recitation	F 2/03	Administration – meet your TA What is Developmental Psychology?		

2	Lecture	M 2/06	Babies documentary Part 1.		
	Lecture	W 2/08	Babies documentary Part 2.		
	Recitation	F 2/10	Database search; APA; Primary Sources. How to read a journal article.		
3	Lecture	M 2/13	<b>NO CLASS: LINCOLN'S BIRTHDAY COLLEGE CLOSED</b>		
	Lecture	W 2/15	<b>MONDAY SCHEDULE:</b> Heredity, Environment and Development	Ch. 2: Genetic Bases of Development	
	Recitation	F 2/17	Bronfenbrenner; reading journal articles.  Title: Societal Values and Policies May Curtail Preschool Children's Physical Activity in Child Care Centers	Copeland et al. (2012). Pediatrics.	Ch. 2 REVEL assessment
		S 2/19	<b>Last day to drop course without a 'W' grade</b>		
4	Lecture	M 2/20	<b>NO CLASS: PRESIDENT'S BIRTHDAY</b>		
	Lecture	W 2/22	<b>MONDAY SCHEDULE:</b> Prenatal Development	Ch. 3: Prenatal Development, Birth & the Newborn	
	Recitation	F 2/24	Teratogens (Focus on Prenatal Exposure to Lead – Flint, MI) and experimental design/research methods.	NBC News – CDC and lead levels in Flint.  Hanna-Attisha et al. (2016). AJPH	Ch. 3 REVEL assessment
5	Lecture	M 2/27	Physical Growth	Ch. 4: Growth & Health	
	Lecture	W 3/01	The Developing Nervous System	Ch. 4: Growth & Health	
	Recitation	F 3/03	How to critique a journal article:  Title: Obesity in Men With Childhood ADHD: A 33-Year Controlled, Prospective, Follow-up Study	Cortese, S. et al. (2013). Pediatrics.	Ch. 4 REVEL assessment  <b>Article Summary due</b>
6	Lecture	M 3/06	Sensation & Perception	Ch. 5: Perceptual & Motor Development	
	Lecture	W 3/08	Motor Development	Ch. 5: Perceptual & Motor Development	
	Recitation	F 3/10	Cultural Practices Affecting Motor Development	Ch. 5: Perceptual &	Ch. 5 REVEL assessment

				Motor Development	
<b>7</b>	Lecture	M 3/13	Temperament	Ch. 10: Emotional Development	
	Lecture	W 3/15	Emotion Development	Ch. 10: Emotional Development	
	Recitation	F 3/17	Emotions	Ekman (1999).	Ch. 10 REVEL assessment
<b>8</b>	Lecture	M 3/20	Attachment During Childhood	Ch. 10: Emotional Development  Beebe & Steele (2013)	
	Lecture	W 3/22	Attachment: Assessment & Stability	Ch. 10: Emotional Development  Johnson et al. (2007)	
	Recitation	F 3/24	<b>TEST</b>		<b>TEST</b>  Article summary returned
<b>9</b>	Lecture	M 3/27	Self-Recognition & Self-Esteem	Ch. 11: Understand Self & Others	
	Lecture	W 3/29	Prejudice	Ch. 11: Understand Self & Others	
	Recitation	F 3/31	Prejudice		Ch. 11 REVEL assessment
<b>10</b>	Lecture	M 4/03	Family Relationships	Ch. 14: Family Relationships	
	Lecture	W 4/05	Family Relationships	Ch. 14: Family Relationships	
	Recitation	F 4/07	Family Relationships		Ch. 14 REVEL assessment  <b>Journal Critique 1 due</b>
<b>11</b>	Lecture	M 4/10	<b>NO CLASS: SPRING RECESS</b>		
	Lecture	W 4/12	<b>NO CLASS: SPRING RECESS</b>		

	Recitation	F 4/14	<b>NO RECITATION: SPRING RECESS</b>		
<b>12</b>	Lecture	M 4/17	<b>NO CLASS: SPRING RECESS</b>		
	Lecture	W 4/19	Language  <b>Course withdrawal period ends – last day to drop course with a ‘W’ grade</b>	Ch. 9: Language & Communication	
	Recitation	F 4/21	Language		Ch. 9 REVEL Assessment  Journal Critique 1 returned
<b>13</b>	Lecture	M 4/24	Theories of Cognitive Development: Piaget	Ch. 6: Theories of Cognitive Dvlpment  Crain, Ch. 6	
	Lecture	W 4/26	Theories of Cognitive Development: Vygotsky	Ch. 6: Theories of Cognitive Development  Vygotsky, L. (1978).	
	Recitation	F 4/28	Cognition		Ch. 6 REVEL assessment
<b>14</b>	Lecture	M 5/01	Memory & Problem Solving	Ch. 7: Cognitive Processes & Academic Skills	
	Lecture	W 5/03	Academic Skills	Ch. 7: Cognitive Processes & Academic Skills	
	Recitation	F 5/05	Thinking about policy: Head Start		Ch. 7 REVEL assessment  <b>Journal Critique 2 due</b>
<b>15</b>	Lecture	M 5/08	Theories of Intelligence	Ch. 8: Intelligence and Individual Differences in Cognition	
	Lecture	W 5/10	Measuring IQ	Ch. 8: Intelligence	

				and Individual Differences in Cognition	
	Recitation	F 5/12	Cognition		Ch. 8 REVEL Assessment
<b>16</b>	Lecture	M 5/15	Moral Reasoning	Ch. 12: Moral Understanding & Behavior  Kohlberg, L., & Hersh, R. H. (1977).	
	Lecture	W 5/17	Self-Control, Prosocial Behavior & Aggression	Ch. 12: Moral Understanding & Behavior  Kohlberg, L., & Hersh, R. H. (1977).  Bandura et al. (1961).	Ch. 12 REVEL Assessment  Critique 2 returned.  <b>***REVEL assessment due – note the unusual date</b>
		F 5/19	<b>NO RECITATION: READING DAY.</b>		<b>LAST DAY TO SUBMIT SONA CREDITS FOR EXTRA CREDIT</b>
		5/20-5/26	<b>FINAL EXAM PERIOD</b>		