

Psychology of Infancy and Early Childhood (PSY 320)  
Spring 2010  
MWF 11:00 AM  
Social and Behavioral Sciences Building, Rm. 108

**Instructor:** Dr. Anne Hungerford  
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### **Course Description**

This course focuses on development from conception to approximately 5 years of age. Because of the emphasis on early development, this class provides an opportunity to explore topics in greater depth than is possible in a child psychology or lifespan development course, although some of the material in this course will overlap with material presented in those courses. After general material presented during the first part of the semester, the main focus of this course will be socioemotional development in infancy and early childhood, including the topics of emotional development, parent-child attachment, the development of self-concept, mastery motivation, gender development, aggression, and moral development. We will also consider factors within the family (e.g., parents) as well as outside the family (e.g., child care/preschool settings) and their relation to children's early development. The focus of the course will be on typical rather than atypical development.

One goal of the course is to provide students with the tools to critically evaluate research about young children's development whether it is presented in professional outlets (e.g., research journals) or in the mass media (e.g., TV, magazines, Internet). Thus, we will cover general research methods in developmental psychology as well as considering theories and research findings related to specific domains of young children's development.

**Prerequisites:** PSY 220 or PSY 223

Students who do not have the course prerequisites may be permitted to take the course, but they must consult with the instructor.

### **Readings**

Textbook: *Social and Personality Development*, David R. Shaffer, 6<sup>th</sup> edition

There is a copy of the textbook on reserve at Randall Library. In addition to the assigned reading in the textbook, there will be additional readings for each unit posted on the course webpage. In general, these readings come from professional journals in psychology. The purpose of these

readings is to provide you with exposure to original empirical research, with the goal of increasing your understanding of research findings summarized in textbooks and the media. Because these readings are complex, we will discuss them in class and you will be required to read only specific sections of them independently.

## Course Requirements

**Exams:** There will be four in-class exams during the semester. The fourth exam is not cumulative but will be given during the final exam period (see last page of syllabus for date and time). All exams will include 40-50 multiple choice questions; regardless of the number of questions, each exam is worth 50 points. Exams will cover both lecture material (80%) as well as material from the textbook and the additional readings (20%).

A study guide will be posted on the course webpage a week before each exam. The study guide provides specific information about which sections of the textbook will be covered on the exam as well as information about what students need to know from the additional assigned articles. The study guide does not contain any specific information about lecture material because students are responsible for all material covered in class.

Make-up exams will be given only under EXTREMELY RARE circumstances at the discretion of the instructor. A verified, legitimate excuse (i.e., illness or emergency) and advance notification is required.

**In-Class Assignments:** There will be six in-class assignments during the semester, each worth 2 points. These assignments will include individual as well as group activities and generally will not be announced in advance of the class in which they occur. The purpose of the assignments is to encourage attendance, critical thinking, and class discussion.

**Pop Quizzes:** There will be six pop quizzes during the semester, each worth 3 points. The quizzes will consist of 3 multiple choice questions covering material from the previous two classes (lecture material only). The purpose of the pop quizzes is to encourage you to attend class and to review course material regularly.

It is not possible to make up missed quizzes or in-class assignments. However, you may miss one assignment and one quiz without penalty; a quiz and an assignment will not occur on the same day. Missing more than one assignment or more than one quiz will impact your grade (i.e., you will lose the points associated with the quiz or in-class assignment). Also, please note that it is not acceptable to leave class early after completing an in-class assignment or pop quiz; students who do so will not receive credit for the assignment or quiz.

## Grading

### Possible Points (excluding extra credit):

Exams	200
Quizzes	15
In-Class Assignments	10
<b>Total:</b>	<b>225</b>

### Extra Credit

If you are present for all in-class assignments, you will receive 2 points extra credit. If you are present for all quizzes, your lowest quiz score (assuming it's greater than 0) will be counted as extra credit. (If you have perfect scores on all quizzes, you will receive 3 points extra credit).

In addition to the 5 possible extra credit points from in-class assignments and quizzes, you may receive up to 4 additional points extra credit by participating in research within the psychology department and/or by summarizing journal articles. The system for research participation is now computerized. You can access the online system by going to the psychology department webpage (<http://www.uncw.edu/psy/>), clicking on the link for Research near the top of the page, and then clicking on the link for Student Research Participation on the Research webpage. The Student Research Participation webpage contains a lot of information about the research system and also has a link that will take you to a log-in screen. You will receive an email that contains your username and password for logging into the system after the add/drop period ends.

When you log into the computerized system, you will be able to view all available psychology studies and sign up to participate in studies for which you are eligible. New studies are posted throughout the semester. Studies are worth different numbers of credits depending on how much of your time is required. For this class, one credit hour equals two points extra credit.

If you fail to cancel at least 24 hours before a study and do not attend the study, any existing extra credit (up to one credit) in your account will be subtracted. If you fail to appear twice without adequate notice, you will be blocked from further participation.

As an alternative to or in addition to research participation, you may earn extra credit by summarizing articles about child development published in academic journals. Each article summary is worth 2 points extra credit. Instructions for this option are posted on the course webpage and you must follow these instructions in order to receive credit.

The maximum number of extra credit points that can be obtained through participation in studies, article summaries, or a combination of both is 4 points.

All extra credit must be completed by the last day of class (Monday, April 26th). Study participation is logged automatically and you do not need to turn in anything to me; however, you

are encouraged to check your account online to make sure that the credits are recorded accurately. Article summaries must be turned in at the last class (or sooner).

### Final Grades

Your grade at the end of the semester will be based on the total number of points you have earned, including extra credit points. Letter grades will be assigned as follows:

A	206-225
A-	202-205
B+	197-201
B	184-196
B-	179-183
C+	175-178
C	161-174
C-	157-160
D+	152-156
D	139-151
D-	134-138
F	133 or below

### **Course Webpage**

Course announcements and other materials (e.g., additional readings, Powerpoint slides, study guides) will be posted on the course webpage. The Powerpoint slides include only some of the material that will be covered in class and are provided to facilitate note-taking, not as a substitute for class attendance. Although Powerpoint slides for the entire semester are posted on the course webpage, some revisions to these slide presentations may occur as the semester progresses. Any changes to slide presentations will be announced in class before a topic is covered and a new file will be posted. Therefore, it is strongly recommended that students print out slide presentations for specific topics as they are covered in class rather than printing out all of the presentations at the beginning of the semester.

### **Classroom Environment**

In order to maintain an environment that is conducive to learning and free of distractions, I expect you to be on time for class. I reserve the right to lock the classroom door to prevent latecomers from entering. In general, it is also expected that students will remain for the entire class period; leaving early or leaving and then returning to the classroom are both disruptive.

You are heartily encouraged to ask questions and offer comments during class but private conversations (even about class material) are extremely disruptive. In keeping with the UNCW Respect Compact (<http://www.uncw.edu/diversity/src.html>), I expect that students will be

respectful of others' questions and comments and that civility and mutual respect will characterize all classroom interactions.

Cell phones should not be used for texting or for any other purpose during class. (In fact, they should be turned off!). Laptops are permitted for note-taking.

### **Other Important Information**

Students are responsible for knowing and complying with the Academic Honor Code as outlined in the 2009-2010 *UNCW Student Handbook and Code of Student Life* and the website of the Dean of Students (<http://www.uncw.edu/stuaff/doso/>).

Students with diagnosed disabilities should contact the Office of Disability Services (962-7555) and inform me about any class or test-taking accommodations.

Tuesday, Feb. 23rd is the last day students can withdraw from the course without receiving a WF (withdraw failing).

## Schedule of Topics and Readings

The schedule of topics below is tentative; some topics may require more or less time than indicated within a given unit. However, exam dates are fixed and will not change except in unusual circumstances (e.g., a tropical storm that leads to class cancellation).

With respect to the reading assigned for each topic, it is not expected that students will have read all of the relevant textbook material before the topic is covered in class. Students should pace their textbook reading so that they have completed it by the time we have finished covering the relevant material in class. For the additional articles, announcements will be made in class so that students know when to begin reading the articles and which sections are relevant.

<b>Dates</b>	<b>Topic</b>	<b>Readings</b>
Jan. 6-Jan. 15	Introduction and Research Methods	Ch. 1 Readings posted on course webpage: 1. <i>Children of the Garden Island</i> 2. <i>Associations between media viewing and language development in children under age 2 years</i>
Jan. 20-Jan. 27 (MLK Day Jan. 18 <sup>th</sup> )	Prenatal Development	Readings posted on course webpage: 1. <i>Prenatal development and the newborn period</i> (a textbook chapter) 2. <i>Prenatal cocaine exposure: A comparison of 2-year-old children in parental and non-parental care</i>
Jan. 29-Feb. 5	Emotional Development	Ch. 4
<b>Monday, Feb. 8th</b>	<b>FIRST EXAM</b>	
Feb. 10-Feb. 17	Attachment	Ch. 5 Read entire chapter, except in the section "Theories of Attachment" read <u>only</u> "Bowlby's Ethological Theory" (pp. 141-142)

Feb. 19-Feb. 24	Development of Self and Understanding of Others	<p>Ch. 6</p> <p>Start of chapter (pp. 169-179, <u>not</u> including “Conceptions of Self in Middle Childhood and Adolescence”)</p> <p>"Self-Esteem: The Evaluative Component of Self" (pp. 181-184, <u>not</u> including Self-Esteem in Adolescence)</p> <p>Reading posted on course webpage:</p> <p><i>Drawing from pictures: The development of false drawing and false belief in children with deafness, normal hearing, and autism</i></p>
Feb. 26-Mar. 3	Mastery/Achievement Motivation	<p>Ch. 7</p> <p>Start of chapter (pp. 208-209, <u>not</u> including "The Motivational View of Achievement")</p> <p>"Early Reactions to One's Accomplishments: From Mastery to Self-Evaluation" (pp. 211-212)</p> <p>"Age Differences in Achievement-Related Attributions" to end of chapter (pp. 218-237)</p> <p>Reading posted on course webpage:</p> <p><i>Person versus process praise and criticism: Implications for contingent self-worth and coping</i></p>
<b>Friday, March 5<sup>th</sup></b> (Spring Break Mar. 6 <sup>th</sup> -Mar. 14 <sup>th</sup> )	<b>SECOND EXAM</b>	

Mar.15-Mar. 22	Gender Development	<p>Ch. 8</p> <p>Start of chapter (pp. 240-257)</p> <p>In the section "Theories of Gender Typing and Gender-Role Development", start with "Evidence for Biological Influences on Gender-Role Development" (pp. 259-261). Then read pp. 265-275 (starting with "Social Learning Theory" and continuing up to but not including "Sexuality and Sexual Behavior")</p> <p>Readings posted on course webpage:</p> <ol style="list-style-type: none"> <li>1. <i>Prenatal hormones and postnatal socialization by parents as determinants of male-typical toy play in girls with congenital adrenal hyperplasia</i></li> <li>2. <i>Children's gender-based reasoning about toys</i></li> </ol>
Mar. 24-Mar. 29	Aggression	<p>Ch. 9</p> <p>Start of chapter (pp. 285-287, not including "Theories of Aggression")</p> <p>"Developmental Trends in Aggression" (pp. 296-298, not including "Aggression During the Grade-School Years")</p> <p>"Is Aggression A Stable Attribute?" to end of chapter (pp. 302-321; skip "Coercive Home Environments as Contributors to Chronic Delinquency" (pp. 315-317))</p>



Mar. 31-Apr. 7 (Holiday Apr. 2 <sup>nd</sup> )	Moral Development and Altruism	Ch. 10 Start of chapter (pp. 324-326, not including “Theories of Altruism and Prosocial Behavior”) “Developmental Trends in Altruism” (p. 329) to p. 350, not including “Kohlberg’s Theory of Moral Development”) “Who Raises Children Who Are Morally Mature?” (pp. 363-367)
<b>Friday, April 9th</b>	<b>THIRD EXAM</b>	
Apr. 12-Apr. 19	Socialization: Familial Influences	Ch. 11 (skip “The Quest For Autonomy . . .”, pp. 386-388 and “Challenges for Working Mothers and Dual-Career Families”, pp. 401-404)
Apr. 21-Apr. 26	Socialization: Extrafamilial Influences (Child Care/Preschool; Television/Media; Peers)	Ch. 12: “The Early Window: Effects of Television on Children and Adolescents” (pp. 414-427) Ch. 13: Start of chapter (pp. 452-461, not including “Peer Sociability in Middle Childhood and Adolescence”) “Parental Influences on Peer Sociability” (pp. 464-467, not including “Peer Acceptance and Popularity”)

**\*\*\*Fourth exam: Wednesday, April 28<sup>th</sup> at 11:30 AM in SB 108**