HUNTER
The City University of New York

Child Development (Psych 21000-02)

Spring 2023

HW-W714

Tu & Fri 1:00 - 2:15 pm

Instructor: Jennifer Savoie

Department: Psychology

Email: profjensavoie@gmail.com *(this email is the best way to reach me)*

Office Hours: Drop in anytime via Zoom between 10-11am on Wednesdays. The office hour zoom link is available on Blackboard in *Syllabus, Textbook, and Zoom Link* section.

Prerequisites: *prereq: PSYCH 1000 (Introduction to Psychology), ENGL 120 (Expository Writing (pre/coreq)) and one other 3 cr. PSYCH course*

Required Materials: This course uses Open Educational Resources (OER) which means they are all FREE and available online or on Blackboard. We will use an open-access textbook throughout the course and a variety of other resources.

Hunter College Course Description: Emotional, social, motor, and cognitive development as influenced by genetic, cultural, and individual factors during the first twelve years of life. (May not be taken for credit by students who have a collateral major, or a minor in education.)

Hunter College Learning Objectives

1. Gain an understanding of child development from conception up to adolescence.
2. Understand topics such as children's physical, cognitive, social, and emotional development.
3. Acquire knowledge of developmental theory and research and its current application in the field.
4. Become familiar with major topics in child development and recent empirical literature.

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Why take this course?
Welcome! In this course we will explore development in chronological order from conception until 12 yrs of age. In each age group (infancy, early childhood, and middle childhood) we will look at 3 domains of development: physical, cognitive, and social-emotional.
In addition to learning the major theories, concepts, and studies in infant and child development you will also gain knowledge about…

...your own development and that of people you are close to.
...current areas of scientific disagreements in development.
...complex interactions between genes, natural processes, and environmental factors that influence development.
...practical implications of research and theory with respect to raising, teaching, and working with children.
...how current evidence and findings from developmental studies inform or do not inform educational and social policies.

My primary goal in this course is for you to **gain confidence as a scientific thinker** in evaluating the quality and credibility of research studies and other sources of scientific information. I expect that you are all experienced critical thinkers, but we will focus that ability on developmental studies and concepts. We will work towards this goal by learning to identify the basic methodological aspects of primary research articles. Then we will look at how methodology can affect the credibility of results and explore the multitude of other factors that can affect the credibility of a source.

Your Expectations of Me: You can expect me to arrive to class and office hours on time, to respond to e-mail messages within 48 hours on business days, to be willing to meet with you for any reason, to present class material in a clear and organized fashion, to do my best to help you grasp the material, to always be enthusiastic about the material, and to maintain a sense of humor. I always intend to be respectful, but if you feel I did not respect you, or offended you or someone, please let me know. I am learning and will continue to learn and your feedback can help me improve how I interact with others and conduct this course.

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How to succeed in PSYCH 210

- COMPLETE the readings and/or assignments **before** each class.
- CHECK Blackboard, the class schedule, and your email regularly for announcements, assignments, and more.
- PARTICIPATE in class discussions and activities. The individual and group activities we will do are designed to increase your engagement and processing of the material. This has been shown to lead to longer-lasting, more flexible learning.
- SEEK my assistance. We've all needed help in something at some point in our lives. If you find yourself not understanding something, please talk to me or your classmates.

Grading:

Assessment	Percent of Grade
1. Homework Assignments	20%
2. Research Article Evaluation	10%
2. Three Section Exams	40%
3. Cumulative Final Exam	25%
4. In-Class Activities (Socrative)	5%

Total Percent Possible/Corresponding Letter Grade

A+	97.5-100.0	**B-**	80.0-82.4
A	92.5-97.4	**C+**	77.5-79.9
A-	90.0-92.4	**C**	70.0-77.4
B+	87.5-89.9	**D**	60.0-69.9
B	82.5-87.4	**F**	0.0-59.9

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1. Homework Assignments (20%)

- There will be 9 Homework assignments and the 2 lowest scoring assignment will be dropped (7 graded; each worth approx. 2.86%).
- LATE Homework Assignments will **not** be accepted. Once that deadline passes, the assignment is automatically removed from Blackboard and is no longer available. We will review the answers in-class soon after the assignment is due. You have plenty of time to complete the assignment before the due date. It is your responsibility to plan accordingly. If you miss an assignment it counts as one of your dropped assignments. If you miss three or more assignments it will impact your final grade.
- Most assignments will require you to read or watch something and then answer questions related to that reading. This can include the textbook, news articles, videos, research articles, etc. All homework assignments are low-stakes and are meant to help you review the material. They are completed by answering the multiple choice questions on Blackboard as a Blackboard 'Test'.

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- Homework Research Article Assignments
    - Four of the homework assignments will require you to read a primary research article.
    - The 1st of these assignments will be a practice assignment that you will receive full credit for as long as you complete it on time. The Practice Article Assignment is meant to help you become familiar with how the assignments are presented in blackboard tests and to allow you to practice answering the type of questions I will ask on these assignments.
    - These assignments will ask similar questions including… *What is the independent variable? What are the major results of this study?* These are to help you learn how to read research articles and identify the key methods and findings so that you can evaluate them.

2. Research Article Evaluation (10%)

- You will have 2 weeks to read the assigned article and then complete the Evaluation assignment.
- This assignment will ask the same questions as the other research article assignments and will ask you to critically evaluate the article's methods by explaining the strengths and weaknesses of the study.

3. Three Section Exams (40%)

- These 3 exams are non-cumulative (they will be based on the material presented/readings assigned since the previous exam).
- Exams will include multiple choice and short answer questions.
- Exam material can include assigned materials not explicitly covered in the class, as well as lecture material not covered in the text.
- **Your lowest exam grade will be dropped** (2 highest exam grades @ 20% each = 40% total).
- Inform Me within 48 Hours of a Missed Exam. Serious illness, death in the family, and other grave events are unfortunately a part of life. A make-up exam will be provided for those with extenuating circumstances. Make-up exams need to be completed within 1 week of the original exam date.

4. Final Cumulative Exam (25%)

- All students must take the cumulative exam during the university-assigned exam period.
- ½ of the material will be on Middle Childhood, the other ½ will be more general questions about the material from the entire semester.

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5. In-Class Activities - Socrative (5%)

- Throughout the semester we will complete in-class activities that will require you to answer questions through Socrative. There are approximately 20-24 in the semester, about 1 per class.
- If you complete 2/3rd of the socratives you will receive full credit. If you complete less than 2/3rds it will impact your final grade.
- I will not be able to report on the amount of Socratives you have completed until the end of the semester.

Attendance Information

- I will send around an attendance sheet that you are required to sign or I will use Socrative to collect attendance information.
- You will not be graded on your attendance except for your participation in in-class activities (Socrative).
- An absence, regardless of the cause, does not relieve you from the responsibilities of that class period. You must find out what you missed from other students in class and my reviewing the powerpoint from the lecture.
- Consult the Hunter College Catalog for a more detailed explanation about the attendance policy.
- If you miss a class, please do NOT notify me. **If you are going to miss multiple classes due to a personal issue please let me know.**

Interactions in and outside of Class

- During the semester, I will encourage you to share your opinions and personal experiences. Please remember that each of us is unique, and therefore each of us has the right to our views. Having said that, it is perfectly fine for you to disagree with each others' views, but you must always remain respectful.
- <u>Sharing in this class is not an agreement to have that information shared with people outside of this class.</u>

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Tools we will use:

Socrative

- Socrative is a FREE online student response system that we will use in most of our classes
- You will need to have a phone, tablet, or laptop that is connected to WIFI or has signal
- Using Socrative
    - You do not need an account
    - Go to the website https://www.socrative.com/
    - then select STUDENT LOGIN
    - A window will pop up that says "Room Number", enter our room number which is savoie2966
    - then you will be prompted to enter your name, please capitalize the first letters and put your last name first. For example: *Savoie Jennifer*
    - If you forget your device or it is not working you can write out your answers on a piece of paper with your full name written on it and hand it in

Blackboard (BB)

- Blackboard works best with Chrome, Safari, Firefox, and Edge2. Make sure the browser is up to date. Regular access to the email that is listed in Blackboard - this is the email I will use to contact you.
- **Taking a 'Test' on Blackboard for Assignments**
- Blackboard calls this a test but it is really the same as submitting a digital homework assignment. All questions are displayed at once, you can save the assignment and come back to it later. You can edit your answers until you submit the assignment. Once you submit the assignment you can no longer change your responses.

Policies and Places

Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. When the syllabus is changed there will be an announcement in class and on blackboard.

Recording of Remote Classes: Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded

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during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

ADA Policy: In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Counseling & Wellness Services: Counseling Services, a division of Hunter College Counseling & Wellness Services, offers confidential and free short-term counseling to all Hunter College students. For information and appointments contact the Counseling Services in **RoomE1123, call (212)772-4931, or email at PersonalCounseling@hunter.cuny.edu**

The Reading/Writing Center: The Hunter College Reading/Writing Center offers free tutorial writing services to all registered students at the college – I strongly encourage you to take advantage of these services! The writing center offers both regular weekly tutorial sessions and drop-in assistance Monday - Saturday. The Reading/Writing Center is located in **Room TH416.**

Hunter College Policy on Academic Integrity: Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures: http://www.hunter.cuny.edu/studentaffairs/student-conduct/academic-integrity/welcome-academic-integrity/?searchterm=integrity

Sexual Misconduct: In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444). b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.
CUNY Policy on Sexual Misconduct:
http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf

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S'23 Child Dev Class Schedules

TB = Textbook, HW = Homework

Blue = Assignments, **Bold = Exam**

Wk	Date	Topic	Come to class having read or completed
1	1/27 Fri	Intro to Child Dev & Major Themes	1. Review syllabus
2	1/31 Tue	Major Theories & Research Methods	1. TB: Ch 1 pg 9-12 & 14-28
3	2/03 Fri	Evaluating Developmental Research	1. TB: Ch 1 pg 28-32 2. Video: Tips for reading primary research articles 3. Research Article 1: Mireault et al., 2018 4. Class 3 HW Research Article 1 Assignment
4	2/07 Tue	Genetics & Environment 1	1. TB: Ch 2 pg 35-42 2. Article: Why your DNA may not be your destiny 3. Article: Dunedin study 4. Class 4 HW Assignment
5	2/10 Fri	Genetics & Environment 2	1. Articles: What is epigenetics and how does it relate to child development; How Racism can affect child development; The cohort effect 2. Video: How early childhood experiences affect lifelong health and learning 3. Explore the webpage: *developingchild.harvard.edu* 4. More material listed on BB
6	2/14 Tue	Prenatal Dev	1. TB: Ch 2 pg 43-56 2. Research Article 2: Achenbach et al., 1990 3. Class 7 HW Research Article 2 Assignment *2/14 Last day to drop without a grade of "W"*
7	2/17 Fri	Childbirth	1. TB: Ch 2 pg 60-65
	2/21 Tue	Monday Schedule	
8	2/24 Fri	**Exam 1**	

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9	2/28 Tue	Infant Physical Dev 1	1. TB: Ch 3 pg 71-76 2. Video: Born to learn: Under the hood and neuroplasticity 3. Article: The lasting impact of neglect 4. Class 9 HW Assignment
10	3/03 Fri	Infant Physical Dev 2	1. TB: Ch 3 pg 77-84 2. Video: 6-month-old baby typical & atypical development side by side
11	3/07 Tue	Infant Cognition 1	1. TB: Ch 3 pg 85-89 2. Video: Born to learn, Low income-high income babies 3. Research Article 3: Bertin & Striano, 2006 4. Class 11 HW Research Article 3 Assignment
12	3/10 Fri	Infant Cognition 2	1. TB: Ch 3 pg 91-96 2. Video: Born to learn, Scientists in the crib & Language critical period 3. Video: Genie
13	3/14 Tue	Infant Social-Emotional 1	1. TB: Ch 3 pg 97-100 2. Article: Child encyclopedia synthesis on temperament 3. Class 13 HW Assignment
14	3/17 Fri	Infant Social-Emotional 2	1. TB: Ch 3 pg 101-106 2. Article: The elusive manipulative adopted child
15	3/21 Tue	**Exam 2**	
16	3/24 Fri	Early Child Physical 1	1. TB: Ch 4 pg 115-116 & 119 2. Article: Stress and early brain development 3. Article: Vaccine myths debunked 4. Class 16 HW Assignment
17	3/28 Tue	Early Child Physical 2	1. TB: Ch 4 pg 117-118 & 120-1222 2. Video: Poisoned Water: The health impacts of lead exposure 3. Article: The intersectional effect of poverty, home ownership, and race on child blood lead levels 4. Article: Kid poisoned after lead turns up in apartment declared ‘Lead-Free” by NYCHA
18	3/31 Fri	Early Child Cognitive 1	1. TB: Ch 4 pg 123-130 2. Video: Scaffolding children’s learning

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19	4/04 Tue	Early Child Cognitive 2	1. TB: Ch 4 pg 130-136 2. Video: Five predictors of early literacy 3. Research Article 4: Wasik et al., 2006 4. Class 19 HW Research Article 4 Assignment
	4/05-4/13	NO CLASSES - Spring Break	
20	4/14 Fri	Early Child Social-Emotional 1	1. TB: Ch 4 pg 139-143 2. Video: The marshmallow test 3. Article: The “marshmallow test” said patience was a key to success. A new replication tells us s’more
21	4/18 Tue	Early Child Social-Emotional 2	1. TB: Ch 4 pg 143-146 2. Article: How to help your child develop empathy
22	4/21 Fri	**Exam 3**	
23	4/25 Tue	Mid Child Physical	1. TB: Ch 5 pg 164-165 & 168-169 2. Chapter sections "Physical health" pg 251-256 & "Developmental disorders: Autism spectrum disorder" pg. 260-263 3. Class 23 HW Assignment
24	4/28 Fri	Mid Child Cognitive 1	1. TB: Ch 5 pg 170-178
25	5/02 Tue	Mid Child Cognitive 2	1. TB: Ch 5 pg 178-192
26	5/05 Fri	Mid Child Social-Emotional 1	1. TB: Ch 5 pg 193-198 2. Research Article Evaluation
27	5/09 Tue	Mid Child Social-Emotional 2	1. TB: Ch 5 pg 199-205 2. Article: Why some children become merciless bullies
	5/12 Fri	NO CLASSES - Reading Day	
28	5/16 Tue	Finishing Up & Final Exam Review	
	5/19	**Cumulative final exam with emphasis on mid child material**	Exam time: 11:30-1:30 pm

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