

Messiah College
HDFS/PSYC 310: Child Development
J-Term 2008

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Class Time: MTWRF, 8-12
Class Location: B 277
Office Hours: MW 1:00 – 2:00
 or by appointment

Course Description

This course is designed to provide students with a general foundation in the field of infant and child development. Course content includes information regarding the history of child development, theoretical frameworks, research methodology, major contributions to the field, current research findings, and detailed information regarding the physical, cognitive, social, emotional and linguistic development of children from conception until late childhood. The course aims to enable students to speak and write intelligently about early development, drawing from a critical evaluation of theoretical and empirical knowledge bases. In addition to exposing students to a specialized body of knowledge, opportunities for direct contact with children will also be provided. The major goal of the course is to provide a solid knowledge base from which practical skills for parents, teachers or others working with children may evolve.

Required Readings

Santrock, J. W. (2008). *Children (10th ed.)*. Boston: McGraw-Hill.

Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. New York: Anchor.

Course Objectives

1. Exhibit comprehension of material in *Children*, by John Santrock.
2. Describe the goals and methodologies of child development research.
3. Identify major contributors and their contributions to the field of child development.
4. Learn and evaluate major theoretical views of development.
5. Describe and enumerate factors affecting neonatal development and the birth process.
6. Discuss/consider ethical issues related to the unborn child and children.
7. Understand the physical, social, emotional, intellectual, and moral development of infancy, early, and middle childhood.
8. Be able to read critically and understand child development research.
9. Use theory and research findings to analyze practical issues connected to children, such as child rearing, education, and Christian education practices.
10. Observe children and objectively record behavior by using basic assessment skills.
11. Learn at least one thing during this course that changes your outlook on life.
12. Find at least one thing about the study of children that gets you excited.

Class Format

Class time will consist of lectures, class discussions, activities, and films based, in part, on the topics of your readings for that day. Therefore, it is important that you read the assignments prior to class; there will be numerous in-class activities that require that you have read the assignment for that day. This class is not a strict lecture format and I expect that you will participate and add to class discussion and activities. Please feel free to ask questions, make comments on the material, or give examples from your own experiences of the material at anytime. ***It is important that if you have a question or comment, that you share it with the class, rather than ask the person beside you. Students who engage in side conversations during class are disruptive to both myself as well as their classmates. Any question or comment you have will benefit all students.***

Course Requirements

1. **Class Participation and Attendance (25 points)** – Individual contributions to class discussion and group exercises are deemed very important since different perspectives enhance the quality of class interaction. Class provides an opportunity to clarify ones understanding, as well as to project one’s own critical evaluation and digestion of the material. By regularly attending class, students will also be at an advantage in overall understanding of course content relating to lectures, discussions, and other materials, which will be included in the examination process. In this class, students will be expected to attend all class sessions unless they have an excused absence in advance or unless they are extremely ill. Because this is a 3 week course, missing any given class period can set you back drastically. In addition, students are expected to come to class prepared for the topic of that day, which includes reading all assigned material for that day. ***Be aware that participation in class is much more than simply attending class – it involves contributing to class discussion, asking questions, and taking an active role in class activities.*** Students who simply attend class, but rarely participate will have class participation/attendance grades that reflect poor participation.

NOTE: There will be numerous classroom activities through out the semester that will be graded (see below). Therefore, class attendance is important in order to ensure that you do not miss any of the graded in class activities (which can NOT be made up).

2. **Graded In-Class Activities (50 points)** - (5 each worth 10 points) - In order to develop a deeper understanding of the course material you will complete numerous in-class activities in small groups or individually. Activities will be randomly chosen for grading, and students will be informed if an activity done in class on a particular day is chosen to be graded after it is handed in. Of the many activities completed in class, 6 will be chosen for grading, however, only 5 activities will count toward your final grade. Therefore, your lowest grade will be dropped (if you miss a class in which a graded activity was completed, the “0” you receive on that activity will count as your lowest grade and will be dropped). Students may choose to hand in their own individual worksheet, OR hand in one worksheet for the entire group (meaning all group members will receive the same grade).

- 3. Infant/Toddler Observation Notes (25 points)** – In order to prepare you for your larger observation assignment (Student Choice Project/Preschooler Observation), you will spend a half hour observing a child in the Family Grouping Room at the Early Learning Center. During the first week of class, you will need to sign up for a half hour observation time in this classroom. The purposes of this assignment are:
- to introduce you to young children and their various capabilities during infancy and toddlerhood
 - to become familiar with the Early Learning Center
 - to begin taking objective notes on children and to receive feedback before your larger project
 - to practice critiquing your own observations

Detailed information regarding this project, including grading rubric, can be found in Appendix B. You should refer to Appendix A for directions regarding taking detailed and objective observations notes.

- 4. Student Choice Project/Preschooler Observation (150 points)** - Because many of you will be working with children in the future, it is important that you learn to make object (unbiased) observations of their behavior. Therefore, the purpose of this assignment is to provide you with practice in learning about preschoolers as well as objectively observing them and assessing their development.

Within the first several weeks of class, you will spend time observing preschoolers from the Early Learning Center on campus. I will be posting on my office door a signup sheet for times in which you may observe. During observations times students will take detailed notes observing the behaviors of children. These **notes** will be due on the date designated in the course schedule **along with a 6-7 page paper** in which you will integrate your observations with research and theories you have learned in class. The purpose of this assignment is to help you learn to make objective observations about children, as well as apply what you have learned in class to real children. We will spend time in class discussing this assignment. (See appendices A and C for a details on how you should approach this assignment.)

- 5. Book Reaction and discussion questions (50 points)** –Students will read the book, “There are no children here,” by Alex Kotlowitz and submit a 3 - 4 page paper along with their assessment of “How Safe was Their Home Environment” in Appendix D. **DO NOT** spend time summarizing the book. **Points will be deducted** from papers in which students summarize the text, rather than reacting and critically evaluating it. This paper has 3 parts:

Part 1 (5 points): Write a ½ page personal reaction to the content of the book.

Part 2 (15 points): Complete “How Safe Was Their Home Environment.” Assess the safety of Lafayette and Pharoah’s home environment using the 2-page handout at the end of your syllabus. For each question, be sure to cite (referring to specific page #'s) at least one example of why you have circled T or F for that question. (That is, you need to support your assessment of each question with specific information from Kotlowitz’s book with appropriate page numbers). This assessment must be turned in. This part of your paper may be handwritten. As you complete this part, remember there is no one correct answer, however it is important that you support your assessment with information from the text.

Part 3 (30 points): Based on your assessment, briefly discuss Lafayette and Pharoah's home environment. Then, **Using theories and research** from class, discuss how and why you think their home environment has influenced their development up until the end of the book AND how and why you think their home environment will continue to influence their development if that environment does not change. In addition, you should consider addressing some of the following questions as you address this issue:

- a. How might Lafayette and Pharoah's neighborhood have contributed to the level of safety in their home environment.
- b. How is Lafayette's & Pharoah's home environment similar to and different from "normal" child development issues as discussed in class and in Santrock's textbook?
- c. How might the stressors the boys experience in their home and neighborhood affect their development?
- d. In what ways are the boys resilient? What positives do you see in their home that may buffer them from their neighborhood?

When writing this section of your paper, be sure to integrate information from Kotlowitz's book with information from the course in order to help explain how and why you believe the boys' development is proceeding the way it does. The following are examples of how you might integrate information from these two sources. Be sure to cite page numbers from both texts.

"Although Kotlowitz (pp. XX & YY) describes the boys' lives like....., Santrock (pp. XX) suggests that most children in the city experience life differently. Santrock claims that"

"Kotlowitz's description of Pharaoh (p. XX) is a clear example of _____ as described by Santrock (pp. XX)." [**then explain why it is a clear example**]

In other words, I am concerned about your ability to apply the theory and research from the text to a real situation to help you understand what is happening in light of that theory and research. Papers will be graded on your demonstration of critical thinking, application ability, and uniqueness. This assignment is due near the end of the semester, however, **I STRONGLY recommend that you begin reading this book now and conduct the assessment as you read the book.**

6. **Exams (300 points)** – (2 exams, each worth 150 points) - There will be two exams given on the dates designated on the course calendar. Examinations will be primarily objective, however, MAY contain a short essay. Exams will include questions on the assigned readings, lectures, class discussions, films, and class activities.

NOTE: All projects are due, without exception, at the beginning of the class period on the due date. Projects handed in after the beginning of class will be counted as one day late and will be subject to a 10% reduction per day.

NOTE: Because this class is a 3 week course, time will go by VERY quickly and you will have limited time to complete your assignments. I strongly urge you to start ALL the assigned projects within the first 2 days of class so that you will not have all your assignments creeping up on you during the last few days of class. I encourage you to begin and complete your assignments as early as possible, and come see me if you need help!

Evaluation

Class Participation and Attendance	25 points
In-class Activities (5 @ 10 points each)	50 points
Infant/toddler observation	25 points
Preschooler Observation/Student Choice	150 points
Book Reaction	50 points
Exams (2 @ 150 points each)	300 points
TOTAL	600 POINTS

A	93% and above	C	73 – 76.99%
A-	90 – 92.99%	C-	70 – 72.99%
B+	87 – 89.99%	D+	67 – 69.99%
B	83 – 86.99%	D	60 – 66.99%
B-	80 – 82.99%	F	59.99 % and below
C+	77 – 79.99%		

NOTE: Please be aware: Because students have access to extra credit in this course (YOU MUST SEE ME OUTSIDE OF CLASS FOR extra credit assignment) I do NOT round up with grades. For example, a 92.5 is an A- and an 89.75 is a B+.

Students who choose not to carefully read this syllabus or follow or complete the requirements discuss in this syllabus for projects, will receive grades that reflect that decision.

Please feel free to stop by during my office hours, or make an appointment with me, to discuss any of the assignments, or to have me look over a draft!

Students with Disabilities

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (in Hoffman). If you have questions, call extension 5358.

Policy Regarding Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College, a will be dealt with according to Messiah College guidelines. These violations include:

1. ***Plagiarism:*** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source.
Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc..
2. ***Cheating:*** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.
Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
3. ***Fabrication:*** Submitting altered or contrived information in any academic exercise.
Examples: falsifying sources and/or data, etc.
4. ***Misrepresentation of Academic Records:*** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.
5. ***Facilitating Academic Dishonesty:*** Helping another individual violate this policy.
Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
6. ***Computer Offenses:*** Altering or damaging computer programs without permission.
Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
7. ***Unfair Advantage:*** Attempting to gain advantage over fellow students in an academic exercise.
Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Schedule of Readings, Lectures, Assignments, and Exams

Date	Readings	Topic
Jan. 9	Chapter 1	Introduction: Theories and Research in Child Development
Jan. 10	Chapters 2 & 3	Prenatal Development
Jan. 11	Chapters 2 & 3	INFANT/TODDLER OBSERVATION DUE (for individuals who observed on Jan. 9 th or 10 th) Prenatal Development
Jan. 14	Chapter 4	INFANT/TODDLER OBSERVATION DUE (for individuals who observed on Jan. 11 th) Birth
Jan. 15	Chapter 5	Infancy: Preadaptation, perception, and physical development.
Jan. 16	Chapter 6	Infancy: Cognitive and Language Development
Jan. 17	Chapter 7	Infancy: Social and Emotional Development; Attachment and Temperament Bayley Scales Demonstration
Jan. 18		EXAM 1 Early Childhood: Physical Development
Jan. 21		No Class: MLK's Birthday
Jan. 22	Chapter 8 Chapter 9	Early Childhood: Physical Development (cont.) Early Childhood: Cognitive Development
Jan. 23	Chapter 10	Early Childhood: Social and Emotional Development
Jan. 24	Chapter 11 Chapter 12	Middle/Late Childhood: Physical Development Middle/Late Childhood: Cognitive Development
Jan. 25	Chapter 13	Middle/Late Childhood: Cognitive Development (cont.) Middle/Late Childhood: Social and Emotional Development
Jan. 28	Kotlowitz	BOOK REACTION DUE Middle/Late Childhood: Social and Emotional Development (cont.) "There are no children here"
Jan. 29		PRESCHOOL OBSERVATION NOTES/CHILD STUDY DUE Catch-up day
Jan. 30		EXAM 2
Note: I reserve the right to change or modify this course schedule. Students who choose not to attend class are responsible for checking with the instructor for any changes.		

APPENDIX A: OBSERVATION NOTES

Observation Notes: Good observation notes are objective, specific, and include contextual information such as the date and time. After you observe, you will have the opportunity to interpret your observations. (See sample observation vs. interpretation handout on next two pages.) **You must maintain strict confidentiality. Do NOT discuss or show your observations of the children to any one outside of class - EVER. All original notes and any copies you make must be turned in with your paper.**

Arriving for your observation:

1. Be sure to check in at the front desk and turn in your confidentiality sheet
2. Identify yourself to the teacher
3. Remain as unobtrusive as possible (avoid disturbing, disrupting, or engaging in conversation with the children)
4. Do not take food or drinks into the classrooms
5. Avoid talking to fellow students or teachers while you observe
6. Do not take belongings into the classrooms, other than your notebook and pencil

Prior to arriving at the observation location, prepare your observation notebook by doing the following:

1. Fold about 8 sheets (for *each* hour of observation) in half vertically.
2. At the top of the left side of each page make the label "Observation"
3. At the top of the right side of each page make the label "Interpretation"

Taking Notes

1. Always date your observation notes and describe the context (what is going on in the room)
2. Number each page
3. Record the time every 10 minutes on the left of your observations
4. Choose a target child (or two target children) to focus on observing
5. Observations should be objective. **RECORD EXACTLY** what is happening. (for example, what the child is doing, who initiates interactions, exactly what was said.)
6. Be aware of your own biases and avoid letting them dictate or influence your observations (e.g., looking for specific events, making interpretations, inferring the causes of behaviors)
7. Do **NOT**
 - a. Do not use the right side of your sheet, this will be for your interpretations AFTER you have observed.
 - b. Do not record **WHY** a child is doing something (this is most likely your interpretation). – remember observation can not tell us causes of behaviors
 - c. Do **not use words like because** (they almost always involve an interpretation – which is not objective)
 - d. Do not make interpretations while recording your observations
 - e. Do not Paraphrase the child's words.
 - f. Do not be tempted to turn the child's words into correct grammar or pronunciation – most of the children you will observe will have at least some speech errors. This is part of normal development, and good observation of these errors often make for the best papers.
8. Other helpful tips:
 - a. the first time you mention a child in your observation notes, you should refer to that child using his/her name. After that you may use the child's initial in order to cut down on some writing.
 - b. Abbreviate what you can, **but make sure it is clear enough for me to understand**
9. You should have 6 – 8 pages of observation notes per hour of observation
10. **For the student choice paper ONLY:** Using information from class and the text, make interpretations of the child's behavior in the right column of your notes. Interpretations should be clear, thoughtful, and based on facts, theories, and research from the text and class.
11. Use the following two-paged handout as an example of what to do and what not to do.

Insert hand out page 1

Insert handout page 2

Appendix B: Infant/Toddler Observation Notes

This assignment will give you the opportunity to observe infants and toddlers as well as to practice your observation skills, critique your own observation skills, and to receive feedback from me prior to starting your larger observation assignment.

For this assignment, you will sign up for a ½ hour observation time in the Family Grouping Room at the Early Learning Center. Following the guidelines in Appendix A, choose one child to observe and record the child's behavior (including exact words/utterances, behaviors, and interactions with others). Fold your paper in half vertically, and use the left-hand column to take detailed and objective notes. Don't forget to include the time, date, context, and page number.

AFTER you have completed your observation, go back over your notes and critique them for clarity, detail, and objectiveness. Rather than using the right column of your observation notes for interpreting the child's behavior (like you will do in the Student Choice Paper), you will use that column to critique the notes you took in the left-hand column.

Grading:

Part 1: Observation Notes (10 points) (handwritten) (left side of paper)

Your ability to take detailed, objective, and specific notes will be assessed. Did you record exactly what you heard? Do not paraphrase individuals statements. If a child mispronounces a word, be sure that you have recorded it the way they said it. Do not correct a child's grammar. These are all developmental issues that you want to be sure you are able to observe! Try to record the best you can!

Part 2: Critique of your notes (10 points) (handwritten) (right side of paper)

This will be different than the right column you complete for your student choice paper. For the infant/toddler observation notes, I will be looking for: Can you identify where you need more detail in your observation notes? Can you identify when you made an inference? Can you identify when you corrected language, grammar, or pronunciations? Be sure to identify good observations that you made as well! Where did you observe exactly what happened, etc. Can you distinguish between good and not-so-good observations?

Part 3: ½ page reaction (5 points) (typed)

Answer the following question: What will be the most difficult aspect of observing children? What will you do to address this while you observe for your Student Choice Paper?

Appendix C: Student Choice Project/Preschooler Observation

For your Student Choice/ Preschool Observation paper, you may choose from one of four topics to write on. These topics include either language, social, cognitive, or physical development. Below is a list of concepts and information about those concepts from which you may choose. In addition your paper should either focus on the development of one target child in one of these four areas OR your paper should compare/contrast two different target children regarding the topic and concepts chosen. If you choose two different target children, you should try to observe children who are at least a year apart in age.

General Instructions:

- a. Choose a topic to discuss (language development, social development, cognitive development, or physical development) concerning the child/ children you observed. From the list of concepts below, choose three specific concepts under ONE topic for which you will provide examples.
- b. Your paper NEEDS to be organized in the outline provided below (see “**Outline of Paper and Grading for Observation Notes and Child Study Paper**”)
- c. Define the three concepts you have chosen to discuss. **Put definitions in your own words** and combine definitions from lecture and the text. Be sure to cite the text and lecture, using page numbers from the text, or lecture dates.
- d. Give 2 examples for each concept by describing or quoting sequences of relevant behaviors from your observation notes. Examples may NOT be repeated for the second or third concept (that is – six different observed behaviors must be used). **Explain why/how each example (observation) represents the concept. BE SURE TO CITE THE PAGE NUMBER OF YOUR NOTES from which the observation came AND CITE THE PAGE NUMBER OF THE TEXT OR DATE OF THE LECTURE FROM WHICH THE INFORMATION YOU ARE USING CAME.**
- e. Interpret each of your examples. **Interpreting your examples is one of the most important parts of your paper. Be sure to spend time on this section.** Your interpretation should be based on theories or facts we have discussed in class or you have read about in your textbook and should focus on comparing/contrasting two different children regarding the concept. For example, use theories to explain why or how a child acted as he/she did, use research to identify if a behavior is typical or atypical for the child’s age, or use an example to support research or not support research. Your interpretation can and should include explaining the how and why of the child’s behavior by using theories and research to back up your explanation. You may also discuss and explain how your observations do NOT support a particular theory (this can be very interesting and insightful!). **Make sure that you cite page numbers from the text or dates from the lectures.**
- f. The best papers use precise, specific examples that are clearly and creatively tied to the information from class or the text, use correct citations, are well thought out, and have detailed and objective observation notes as a resource.

List of Concepts for each Topic

Below are lists of **some** concepts you may choose from to discuss in your paper. Be sure to discuss any concept you choose in light of theories relevant to that topic.

1. Some Language Concepts (be sure to apply to theories – e.g. Learning Theory)

- a. Nonverbal Communication (e.g., gesture and use of body; intonation)
- b. Nonlinguistic Verbal Communication: Sounds functioning as words (for example: Ga = car)
- c. Receptive Language: Understanding others vs. Productive language
- d. Pronunciation (e.g. the child constantly or only for certain words pronounces /th/ as /t/...says “tis” instead of “this”; or child does not pronounce /s/...says “cooter” instead of “scooter”)

- e. Word Usage: novel usage and inventions (“broken paper” for cut paper); limited or expansive generalization (e.g., water used to refer to all liquid); Use of articles: a, an, the
- f. Sentence Length and Structure
- g. Word order (e.g., “me pick up” instead of “pick me up”)
- h. Overregularizations (e.g., says “fishes” for “fish”; says “runned” instead of “ran”)

2. Some Social Development (and Peer Relationship) Concepts

- a. Social Cognitive skills – This is essentially knowledge of social interaction and relationships, how children understand and interpret social interaction and relationships. Do they understand, for example, others’ thoughts, feelings, motives, and intentions? Do they understand that social interactions often follow standard cultural scripts and what particular scripts contain? As your concept you can specify a particular kind of social-cognitive knowledge, such as *knowledge of others feelings, knowledge of fairness, knowledge of perspective taking skills*, etc.
- b. Equity and dominance in relationships with peers – Are the child’s relationships characterized by equality or does your target child tend to be dominant or submissive?
- c. Aggression – Do your target children act aggressively toward peers (e.g., do they appear to intentionally hurt others?)
- d. Prosocial behavior – Do your target children exhibit empathy, helping, and other prosocial behaviors? Do they display altruism, a conscious effort to help others, often, despite the need to put their own wants aside? Are they empathic: Do they experience the emotions of others?
- e. Sociability– Do your target children seek out and enjoy others? Do they display affective (emotional) sharing, social referencing, or coordinated play with peers?
- f. Anxiety – Do your target children demonstrate worries and fears?
- g. Selectiveness – Do your target children’s relationships involve sustained, highly coordinated mutual exchanges with particular others? Do your target children chose particular others to interact with or do they distribute attention equally among others?
- h. Morality and moral development

3. Some Cognitive Development concepts

- a. Use of Substitute Objects during play – does the child exhibit the ability to substitute one object for another during play (e.g. use a play banana for a telephone, if a telephone is not available.)
- b. Use of Scripts – During pretend play, does the child use scripts? For example, does the child have a script for how to “Play house” or “Play waiter” or “Play veterinarian.”
- c. Zone of proximal development – when interacting with other children or a teacher, is the child’s zone of proximal development displayed.
- d. Egocentrism – is the child able to take someone else’s perspective? Does the child always take other’s perspectives or are there situations in which they demonstrate this ability and other situations in which they do not?
- e. Conservation – does the child understand the concept of conservation?
- f. Attention – what is the child’s attention span at certain objects. Is it longer or shorter than “average”
- g. Memory – what memory abilities does the child demonstrate?

4. Some Physical Development Concepts

- a. Gross motor skills – how developed are they, what activities does the child do using their gross motor skills?
- b. Fine motor skills – what fine motor skills does the child demonstrate? How do they hold pencils? Can they thread cards? Etc.
- c. Crawling, walking etc.
- d. Handedness (does the child prefer a specific hand/foot)?

NOTE: Students who choose not to use the outline for this paper (provided on the following page), will have grades that reflect this decision.

Outline of Paper and Grading for Student Choice Paper and Observation Notes**I. Introduction (5 points)**

- A. Give a **brief, clear, and accurate** overview of what this paper is about (Language development, social development, cognitive development, or physical development). Be sure to have a thesis – what is the purpose of your paper? What are you addressing?!

II. First Concept (30 points)

- A. State the first concept clearly and give an accurate definition, **in your own words**, of the first concept (5 pts)
- B. Example 1 (clearly explain how it is an example of your first concept) (6 pts)
- C. Example 2 (clearly explain how it is an example of your first concept) (6 pts)
- D. Interpret your examples (1 & 2), in terms of this concept, by **using facts and theories** you have learned. Use theories to explain possible reasons for why the children acted the way they did. Were the theories discussed in class supported or not by your observations? Why or why not? Were your observations consistent with research? Why or why not? (13 pts)

III. Second Concept (30 points)

- A. State the concept clearly and give an accurate definition, **in your own words**, of the second concept (5pts)
- B. Example 3 (clearly explain how it is an example of your second concept) (6 pts)
- C. Example 4 (clearly explain how it is an example of your second concept) (6 pts)
- D. Interpret your examples (3 & 4), in terms of this concept, by **using facts and theories** you have learned. Use theories to explain possible reasons for why the children acted the way they did. Were the theories discussed in class supported or not by your observations? Why or why not? Were your observations consistent with research? Why or why not? (13 pts)

IV. Third concept (30 points)

- A. State the concept clearly and give an accurate definition, **in your own words**, of the second concept (5pts)
- B. Example 3 (clearly explain how it is an example of your second concept) (6 pts)
- C. Example 4 (clearly explain how it is an example of your second concept) (6 pts)
- D. Interpret your examples (5 & 6), in terms of this concept, by **using facts and theories** you have learned. Use theories to explain possible reasons for why the children acted the way they did. Were the theories discussed in class supported or not by your observations? Why or why not? Were your observations consistent with research? Why or why not? (13 pts)

V. Conclusion (20 points)

- A. This section should clearly and specifically tie the three concepts and interpretations together by clearly and critically discussing how they are interrelated. Did your observations support or not support the theories discussed in class or in the textbook? If so, how, if not, why not? Use theories, etc. to connect the concepts. **This paragraph should demonstrate critical thinking and application.**

VI. Observation Notes (35 points)

- A. Graded on quality, including objectivity (and thoroughness of later interpretations with connections to text and lecture notes) AND completion of all 4 hours of observation

Papers Should:

1. *be organized according to this outline*
2. be typed and double-spaced, with 1" margins and 12-point font
3. be between 5 and 7 pages, but **no longer than 7 pages**
4. include clear connections between your observations/ideas, research, and theory
5. include referenced citation to text and lecture (e.g., Santrock, page 100 or lecture, 1/15/04)

Appendix D: How Safe was Their Home Environment*

Assess the safety of Lafayette and Pharoah's home environment using the following questionnaire by answering T (true) or F (false) for each question. Use the space under each question to cite evidence and page numbers to support your answer.

1. T/F Family members were injured in accidents involving the house.
2. T/F The doors and windows locked securely.
3. T/F There was adequate living space for the size of the family.
4. T/F The family lived in a safe neighborhood.
5. T/F The family was victimized by crime.
6. T/F Each family member could express their true feelings in their home.
7. T/F The parents argued excessively.
8. T/F Sometimes physical violence occurred between family members.
9. T/F Everyone in the home had to be happy all the time.
10. T/F If a family member cried, they were reprimanded.
11. T/F Sexual abuse never took place in the family.
12. T/F Emotional abuse never took place in the family.
13. T/F Physical abuse never took place in the family.
14. T/F Individuals' belongings were never stolen by other family members.
15. T/F Individuals' belongings were never stolen by friends of the family.
16. T/F Relatives never hurt the children.

- 17. T/F Relatives never hurt any of the family members.
- 18. T/F Adult children never returned to live in the home after they married.
- 19. T/F The needs of the children were met.
- 20. T/F The children had to take care of the parents.
- 21. T/F Family members knew too much about each other's lives.
- 22. T/F People often came to the house to booze it up in parties.
- 23. T/F Illegal drugs were never used in the home.
- 24. T/F Weapons were never used in the home.
- 25. T/F The parents protected the smaller children from older one's who could hurt them.
- 26. T/F None of the family members were arrested.

Key: This assessment is biased toward unsafe homes. Grade your answers using the following key:
1=T; 2=F; 3=F; 4=F; 5=T; 6=F; 7=T; 8=T; 9=T; 10=T; 11=F; 12=F; 13=F; 14=F;
15=F; 16=F; 17=F; 18=F; 19=F; 20=T; 21=T; 22=T; 23=F; 24=F; 25=F; 26=F

Add up all the correct questions: Score: _____

Maximum score is 26, suggesting a very UNSAFE family. A score of 0 would suggest a very SAFE family.

* Adapted from, "How Safe Was the Home You Grew Up in?" In Hammond, R. J. & Bearson, B. (2003). *The Marriages and Families Activities Workbook*.