Messiah College  
FAM/PSY 310: Child Development  
J-Term 2006

Instructor: Erin Boyd-Soisson, Ph.D., CFLE  
Class Time: MTWRF, 1 - 4

Office: Boyer 353  
Class Location: B 138

Phone: 2254  
Office Hours: MW 9:00 – 10:30 or by appointment

e-mail: eboyd@messiah.edu

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


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 (50 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 one’s 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 throughout 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 (5 each worth 10 points)** - In order to assess your knowledge of the assigned readings for class, as well as your ability to critically evaluate, integrate, and apply information from class, you will complete numerous in-class activities in small groups. 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 (note that 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. **Preschooler Observation with notes/Child Study (100 points)** - Within the first two 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 time 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 4 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 appendix A for a detailed handout discussing how you should approach this assignment.)

4. **Book Reaction and discussion questions (100 points)** – Students will read the book, “There are no children here,” by Alex Kotlowitz and submit a 2 - 3 page paper. **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** (15 points): Write a ½ page personal reaction to the content of the book.

   **Part 2** (35 points): While reading the book (There are no children here), students will develop **two** well-thought out questions regarding Kotlowitz’s book. These questions should be between 3 –6 sentences long, each, be based on individuals Kotlowitz has written about, and clearly tied to specific information from the textbook (Santrock). **(You should reference both texts in your questions.)** These questions should provide a critical base for some class discussion. These questions will be turned in, on a separate page at the front of your book reaction and will be shared with the class on the day the book reaction is due. This part of the assignment will be evaluated on their insightfulness and ability to encourage others to think critically.

   **Part 3** (50 points): Choose **ONE** of your 2 question and write a 1 page critical analysis of the book based on that question. **Be sure to bold the question to which you are responding.** The analysis should specifically include references to Kotlowitz and Santrock. You may only use information from chapters 1 – 14 of the textbook and notes from class. A couple of examples of the kinds of statements expected in the analysis are

   “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.**
5. **Infant/toddler observations and questions (25 points)** - We will be observing some infants and toddlers during class time. On that day, prior to their arrival, you will need to develop 2 questions, based on your readings, regarding infants and toddlers. These questions will be asked to the individuals who bring the children to class. Therefore, you should not “quiz” the individuals on their knowledge of infants and toddlers, rather you should ask them practical questions about “real life” children. However, such questions should be sparked from your readings regarding infants and toddlers. For example, you may have read about a certain physical milestone that most 18-month old children develop and you may ask the adults if that is typical of their experience with children. Your questions must be written down and the information from the text that sparked your questions must be referenced.

In addition to the two questions, you will be taking some objective notes on the infants and toddlers who visit. You will do this in a different manner in which you collected notes for your child study. After the children leave, you will record about a page length of anecdotal notes. Finally you will, interpret some of them using information from the text and lecture notes. This assignment will be graded on the objectiveness of your notes, the insightfulness of your interpretations (using information from class), and the insightfulness of your questions.

6. **Student Choice Projects (100 points)** – Students must choose to do one of the following assignments. Because this is J-term and time is limited most students will most likely choose Option 1, a literature review. However, if you prefer, you may choose to do an observation project. You must submit a 1 paragraph TYPED proposal of your project and topic. All proposals are due on the second day of class. For those students who choose to do an observation project, you may not begin observing children until you have my permission and you must observe children, either at the Early Learning Center or in a public place. See Appendix B for a detail description of project options and requirements. In addition, I am open to other options you might be interested in completing for this assignment (e.g. interviewing individuals who work with children, doing a content analysis on children’s books), however you must make an appointment with me to discuss other options.

7. **Exams (300 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. These exams are each worth a 150 points.

**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 complete your assignments as early as possible, and if you wish, hand them in early as well.**
### Evaluation

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Class Participation and Attendance</td>
<td>50 points</td>
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<tr>
<td>In-class Activities (5 @ 10 points each)</td>
<td>50 points</td>
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<tr>
<td>Infant/toddler observation/questions</td>
<td>25 points</td>
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<td>Preschooler Observation/Child Study</td>
<td>100 points</td>
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<td>Book Reaction</td>
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<td>Literature Review or student choice project</td>
<td>100 points</td>
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<td>Exams (2 @ 150 points each)</td>
<td>300 points</td>
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**TOTAL** 725 POINTS

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93% and above</td>
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<td>A-</td>
<td>90 – 92.99%</td>
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<td>F</td>
<td>59.99% and below</td>
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**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.**
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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan. 4</td>
<td>Chapters 1 &amp; 2</td>
<td>Introduction: Theories and Research in Child Development</td>
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<td>Jan. 5</td>
<td>Chapters 3 &amp; 4</td>
<td>Prenatal Development</td>
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<td>Proposal due</td>
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<td>Jan. 6</td>
<td>Chapters 3 &amp; 4</td>
<td>Prenatal Development</td>
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<td>Jan. 9</td>
<td>Chapter 5</td>
<td>Birth</td>
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<td>Jan. 10</td>
<td>Chapter 6</td>
<td>Infancy: Preadaptation, perception, and physical development.</td>
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<td>Jan. 11</td>
<td>Chapter 7</td>
<td>Infancy: Cognitive and Language Development</td>
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<td>Jan. 12</td>
<td>Chapter 8</td>
<td>Infancy: Social and Emotional Development; Attachment and Temperament</td>
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<td>Jan. 13</td>
<td>Chapter 9</td>
<td>EXAM 1 Early Childhood: Physical Development</td>
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<td>Jan. 16</td>
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<td>MLK’s Birthday: NO CLASS</td>
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<td>Jan. 17</td>
<td>Chapter 10</td>
<td>Early Childhood: Cognitive Development</td>
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<td>Jan. 18</td>
<td>Chapter 11</td>
<td>Early Childhood: Social and Emotional Development</td>
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<td>Jan. 19</td>
<td>Chapter 12</td>
<td>Middle/Late Childhood: Physical Development</td>
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<td>Chapter 13</td>
<td>Middle/Late Childhood: Cognitive Development</td>
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<td>Middle/Late Childhood: Cognitive Development (cont.)</td>
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<td>Middle/Late Childhood: Social and Emotional Development</td>
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<td>PRESCHOOL OBSERVATION NOTES/CHILD STUDY DUE</td>
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<td>Jan. 23</td>
<td>Kotlowitz</td>
<td>Middle/Late Childhood: Social and Emotional Development (cont.)</td>
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<td>“There are no children here”</td>
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<td>BOOK REACTION DUE</td>
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<td>Jan. 24</td>
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<td>Catch-up day</td>
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<td>Jan. 25</td>
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<td>EXAM 2</td>
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<td>Feb. 3</td>
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<td>STUDENT CHOICE PROJECT DUE</td>
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<td>Due by 1 PM in Boyer 353 (Dr. Boyd-Soisson’s Office)</td>
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<td>Note: You may turn your project in during the last week of J-term if you wish.</td>
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APPENDIX A: OBSERVATION NOTES/CHILD STUDY PAPER

Observation Notes: Your observation notes will be worth 30 points and graded on their quality. This includes objective and specific notes, including the date and time, as well as the thoughtfulness and quality of your later application/interpretation of the child’s behavior. (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. Arrive at least 5 minutes early
2. Be sure to check in at the front desk and turn in your confidentiality sheet
3. Identify yourself to the teacher
4. Remain as unobtrusive as possible (avoid disturbing, disrupting, or engaging in conversation with the children)
5. Do not take food or drinks into the classrooms
6. Do not talk to fellow students or teachers (Children should forget that you are there)
7. Do not take belongings into the classrooms, other than your notebook and pencil

Prior to arriving at the observation location, prepare your observation note book 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
2. Number each page
3. Record the time every 10 minutes on the left of your observations
4. Choose a target child 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 (i.e., looking for specific events, making interpretations)
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 in 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. 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
Child Study Paper:
For your observation/child study 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 compare/contrast two different children of two different ages regarding the topic and concepts chosen.

General Instructions:
a. Choose a topic to discuss (either language, social development, or cognitive development) concerning the child/children you observed. From the list of concepts below, choose two 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” provide below)

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. Make sure that you cite page numbers from the text or dates from the lectures.

f. The best papers are creative, use clear, precise, specific examples that are clearly tied to the information from class or the text, use correct citations, are well thought out, and have a detailed and objective observation notes as a resource.

Below are a list 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.

I. Some Language Concepts (be sure to apply to theories….)
   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
   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 you 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 involved 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?
   c. Crawling, walking etc.
   d. Handedness (does the child prefer a specific hand/foot)?
Outline of Paper and Grading for Observation Notes and Child Study Paper

I. Introduction (2 points)
   A. Give a brief, clear, and accurate overview of what this paper is about (Language development, social development, cognitive, or physical development). Be sure to have a thesis!

II. First Concept (20 points)
   A. State the first concept clearly and give an accurate definition, in your own words, of the first concept (3 pts)
   B. Example 1 (clearly explain how it is an example of your first concept) (4 pts)
   C. Example 2 (clearly explain how it is an example of your first concept) (4 pts)
   D. Interpret your examples (1 & 2), in terms of this concept, by using facts and theories you have learned about (9 pts)

III. Second Concept (20 points)
   A. State the concept clearly and give an accurate definition, in your own words, of the second concept (3 pts)
   B. Example 3 (clearly explain how it is an example of your second concept) (4 pts)
   C. Example 4 (clearly explain how it is an example of your second concept) (4 pts)
   D. Interpret your examples (3 & 4), in terms of this concept, by using facts and theories you have learned about (9 pts)

IV. Third Concept (20 points)
   A. State the concept clearly and give an accurate definition, in your own words, of the second concept (3 pts)
   B. Example 3 (clearly explain how it is an example of your second concept) (4 pts)
   C. Example 4 (clearly explain how it is an example of your second concept) (4 pts)
   D. Interpret your examples (3 & 4), in terms of this concept, by using facts and theories you have learned about (9 pts)

V. Conclusion (8 points)
   A. This paragraph should clearly and specifically tie the three concepts and interpretations together by clearly and critically discussing how they are interrelated. Use theories, etc. to connect the concepts. This paragraph should demonstrate critical thinking and application.

VI. Observation Notes (30 points)
   A. Graded on quality, including objectivity (and thoroughness of later interpretations with connections to text and lecture notes)

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 3½ to 4½ pages, but no longer than 5 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)
6. be turned in along with your observation notes

NOTE: Students who choose not to use this outline for this paper, will have grades that reflect this decision.
APPENDIX B: STUDENT CHOICE PROJECT

General Directions for ALL Student Choice Projects
- The student choice project is worth 100 points.
- All papers should be between 5 and 7 pages long. **Do NOT go over 7 pages.**
- All papers should be doubled spaced, with 1-inch margins, and in 12-point font.
- All papers must be written in APA style. (If you have any questions about APA style, please see me or refer to the APA Manual)

OPTION 1: Literature Review on a topic
This type of paper reviews what recent (past 15 years) behavioral science literature (research articles, primarily) have to say about a certain topic. To do this assignment, students must choose a topic related to the field of child development and complete a library research paper on this topic. This is a choice for you to study in some depth an aspect of childhood that interests you. Interest, focus, and timing are the keys to your success. Be sure to narrow your topic sufficiently to enable you to be focused and specific. “Childhood Physical Abuse” is a book-length study, far too broad. “Parental alcoholism and childhood physical abuse of boys” is much better. “Discipline Techniques” is a book, “The use of corporal punishment in urban white families” is much better. You will need my approval on your topic before you start.

You will use a minimum of 7 scholarly sources (i.e. research journal articles) to summarize the research on this topic. Scholarly sources are peer-reviewed articles or book chapters. These articles are original sources (i.e., not a summary of someone else’s work). Such articles are typically between 5 and 12 pages long and often are an original study which includes information about the study’s purpose, research procedure, results and interpretations of those results. Articles found in popular magazines (i.e., “Parenting Magazine,” “Time,” “Newsweek,” etc.) or newspaper articles are **not** scholarly articles and therefore are unacceptable sources for this project. If you are unclear about whether or not an article is a “scholarly” article ask either me or the librarian. In addition, when doing a literature search on the computer, **limit your search by using the “peer reviewed” articles only option.** This will save you a lot of hassle later.

NOTE: Be careful of two things. First, do not equate an author’s theory of some aspect of Child behavior with empirically verified findings. In other words, do not report an author’s belief as if it were fact, e.g., “Aggression is caused by over-demanding, perfectionistic parents (Cameron, 1982).” Unless Cameron provided evidence, it is simply his or her theory. A more accurate way to write about the above is as follows: “Cameron (1982) believes that perfectionistic and over-demanding parents produce aggressive children, but Emerson (1997) points out that this connection cannot be proved on the basis of correlational data.” Second, give credit immediately to any ideas or facts which you have gained through your research, but do **not use direct quotes.** Finally, do not use abstracts of professional journal articles as primary sources. You must use each main article and **turn in copies of all articles** you used with the paper.

NOTE: Be sure you thoroughly understand plagiarism. For example, using another writer’s exact words, even briefly without quotation marks, is plagiarism. You must always use your own words to express others’ findings and ideas, unless it is an exact quote (which I require that you do not use). In any case, you must give appropriate credit to the source of your ideas, using APA format. If you have any doubts, check it out with me.

Start early enough to get help from the Writing Center and/or myself. Your paper-and grade- will benefit.
The following is an outline (with grading criteria) that your literature review should follow:

**Title Page in APA style (2 points)** – includes your name, the title of your paper, running head, page header, page number, and date. (see APA manual for correct formatting, or ask me.)

**Abstract in APA style (6 points)** – Your literature review should include a summary of the literature you reviewed, written in abstract form according to APA style. The abstract should be no more than 120 words and should highlight what you found in the literature.

**Literature Review (APA style) (80 points)** – Your literature review should be no longer than 7 pages, double-spaced in 12-point font, with 1-inch margins. This section will include the information you have discovered from the literature you have reviewed. You will need to review a minimum of 7 scholarly research articles. *Articles from popular magazine or the media are NOT considered scholarly* (see above). You must **PROPERLY paraphrase and cite each article** in this section. **DO NOT use direct quotations.**

One of the main goals of this assignment is for you to integrate the information you have collected. Do not simply present the information in a list-type format. That is, do not present the information from each article one at a time. Instead you should make connections between the research. Does the research support or contradict itself? Are there different results when different methods are used? Critically evaluate why different results were found in different studies.

Continue to integrate the articles in your concluding paragraphs by discussing general conclusion based on ALL the articles you reviewed. What does the research tell us, what does it not tell us?

This section will be graded on:
- a. the quality/significance of the topic/issue investigated (is it narrow enough)
- b. your success in narrowing and focussing the topic appropriately for a paper of this scope
- c. the quality and relevance of you sources (**at least 7 professional sources are needed and must be turned in with your paper**)
- d. your success at having a clear focus and point for your paper
- e. the thoroughness and depth of your coverage of the topic
- f. the clarity and accuracy of your writing
- g. your ability to distinguish fact from theory
- h. the appropriateness of references and citations using APA style.
- i. your ability to organize and integrate the information you have discussed
- j. presentation (free of grammatical and spelling errors)
- k. your ability to use APA style

**References (10 points)** – using **APA format**, you must include a list of references that you cited in your literature review. **ONLY INCLUDE** those articles that you actually cited and discussed in your paper. In addition copies of ALL articles, in their entirety, must be handed in with this paper. **Papers will not be graded until all articles are handed in.**

**Original proposal handed in (2 points)** – you will need to include the proposal you wrote during the first week of class.
**OPTION 2: Observation of children**

Students who choose this option must make an appointment with me to discuss the procedure. Students who choose this option will observe a child (several children) in several different public settings or additional hours at the Early Learning Center. Utilizing observation research, students will compare what they have observed of children to what has been learned in the class or through readings in the textbook. The time must be spent observing children in an informal public atmosphere, using your observation skills learned in this course and taking systematic notes. Students should spend a minimum of 12 hours observing children in at least 3 different settings. Your write up will include a 5 – 7 page paper in which you compare your findings (i.e. observations) to material you have learned in class or from the textbook.

As you observe the children, you will have the opportunity to make connections between the child and theories, research, and class discussions about children. To complete this assignment satisfactorily, you will need to do the following:

1. Choose a public place or do additional hours at the Early Learning Center (arrangements must be made with the ELC Director).

2. Observe the children at least three different times for a total of 12 hours minimum. You should observe them in at least three different settings.

3. Write down what you observe during each observation period with adequate notes about the setting, the time, what occurred during your observation. Be as objective in your observation note taking as possible (see Appendix A for information on observation.) After the observation, write down any thoughts and insights you have about the interaction (i.e. interpret your observations). You should use your observation notes to also note what concepts are applicable to the behaviors you have witnessed in order to facilitate writing your paper later. Observation notes should be housed in a file folder with clasps and be well organized with DATES, TIMES, and the observation notes you take during those activities. Observation note quality will be evaluated as part of your paper grade.

4. Write a final 5 – 7 page analysis of the behaviors you observed, focusing on how what you have learned and observed is consistent or inconsistent with what you have learned in the text and in class. **Your paper must have a THESIS.** That is, you must have a point to your paper with all the information integrated to draw a conclusion. Turn in your observation notes with your paper.

5. Successful writing of this paper will be very similar to that of the book reaction, except that this paper will be much more detailed. In this paper I am more interested in how you can tie the children’s behaviors to the information you have learned from class while at the same time tying all the information together. **That is, how does cognitive, social, physical, etc., development tie together. How does advancement in one area support advancement in another area?**

If you choose this option, be sure to be extremely careful about confidentiality. This means, that you should not know the child and the child should be unaware they are being observed.

**NOTE:** Do NOT contact any local schools for permission to visit or observe students.

**ALSO NOTE:** Be aware that you should NOT WAIT to begin this project. In order to complete this project successfully, start it soon as you have discussed it with me for
The following is an outline (with grading criteria) that you should follow for Option # 2:

**Title Page (2 points)** – includes your name, the title of your paper, running head, page header, page number, and date. (see APA manual for correct formatting, or ask me.)

**Abstract (6 points)** – Your paper should include a summary of your paper, written in abstract form according to APA style. The abstract should be no more than 120 words and should highlight what your paper is about.

**Integration of child observation and class/lecture concepts (70 points)** –
One of the main goals of this assignment is for you to integrate the information you have collected with information from the text and lecture. Do not simply present the information in a list-type format. That is, do not present the information from the observation and the concept you are connecting it to one at a time. Instead you should make connections between many of the concepts and observations. (That is, have you gained any insight as to how two seemingly unrelated concepts are related, through the observations you have made?) Is the child’s behavior consistent or inconsistent with the information you have learned from class? If you have observed more than one child, did you observe any developmental differences? (You may want to focus your paper, by discussing only concepts from either: cognitive, social/emotional, personality, physical, or linguistic development; if you observe more than one child, you may want to discuss similarities and differences in one of these areas across the ages; if you observe two siblings you may want to discuss the role of heredity vs. environment – but be sure the children are very close in age). Be creative! Just make sure your paper has a focus! Don’t forget to draw a conclusion.

Your writing will be evaluated on the following
  a. The connections you have made with the child’s experience and relevant findings and theories presented in the text and class. I will be looking for your ability to compare and/or contrast your observations of the child with the theory and research presented in the text and in class. You need to make specific connections, citing the studies, or theories to which you are comparing or contrasting your teen. You will learn a lot in this final step.
  b. Do not spend significant time describing the child’s behavior in your paper. Write only enough to demonstrate a clear connection between the concept and the observation. Remember, the point of this paper is for you to discuss a child’s behavior in terms of concepts you have learned about children, NOT to write a description of the child’s behavior – that is the purpose of the observation notes.
  c. Your ability to clearly write and organize information in you paper.
  d. Clear citations to your observation notes, class lecture/discussion, and the textbook.
  e. Paper is written in APA style
  f. Presentation: free of grammatical and spelling errors.

**References (2 points)** – using APA format, you must include the references you cited (i.e., the class lecture, the textbook, and your observation notes).

**Original Proposal handed in 2 points** – you will need to include the proposal you wrote during the first week of class.

**Observation notes 18 points** – must be in a file folder with clasps, in order, with pages numbered. The quality (i.e. objectivity and detail) of the notes will be evaluated as well as the quality of the interpretations you make AFTER the observation.