

# CHFD 2950 Introduction to Child Development

*Spring, 2007*

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Lecture Student Learning Center, Room 171

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Labs: Dawson Hall 101	8:00-8:50 Wednesday	8:00-8:50 Monday	
	9:05-9:55 Wednesday		9:05-9:55 Monday

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Text: Berger, K.S. (2003). The developing person through childhood (4<sup>th</sup> ed.). New York: Worth Pub.

## Purpose

The purpose of this class is to expose students to concepts of development in children. Theories that are used to organize our thinking about development will be explored and applied to practical situations. This class serves as the basis for more advanced study of specific periods in the life span such as infancy, preschool, and adolescence.

## Objectives

1. To understand theories that are used to understand human development
2. To apply theories to practical situations.
3. To understand the basis for differences in expectations of children at different levels of development.
4. To learn basic information about the developmental process from prenatal through middle childhood
5. To gain experience observing and reporting observations of children.

## Schedule of Classes

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

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### **Introduction: Science, Theory**

*Chapters 1 and 2*

#### **Week 1 - No LAB**

Tuesday, Jan 9                      Introduction, Expectations

*Read the syllabus carefully. YOU ARE RESPONSIBLE FOR KNOWING INFORMATION IN THIS SYLLABUS. This is the ONLY class review of the syllabus. Be sure to clarify questions before due dates.*

Thursday, Jan 11                      Discussion of WebCT

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#### **Week 2 - No LAB**

Tuesday, Jan 16                      Overview of Development  
*Chapter 1*                                  Contexts of Development

Thursday, Jan 18                      Overview of Science  
*(Chapter 1 quiz)*

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#### **Week 3 - No LAB:**

Tuesday, Jan 23                      Overview of Theory  
*Chapter 2*                                  *(Chapter 2 quiz)*

Thursday, Jan 25                      Psychoanalytic Theory, Learning Theory  
Cognitive Theory, Life-Span Theory

**EXAM 1** (Noon Thursday 25<sup>th</sup> - 12:00 midnight Friday 26<sup>th</sup>)

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### **Beginnings**

*Chapters 3 and 4*

#### **Week 4 -LAB: Discussion of Observation Methods (1)**

Tuesday, Jan 30                      Genes and Environment  
*Chapter 3*                                  *(Chapter 3 Quiz)*

Thursday, Feb 1                      Nature and Nurture

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**Week 5 - LAB: McPhaul Orientation (2)**

Tuesday, Feb 6 <i>Chapter 4</i>	Prenatal Development Prenatal Hazards <i>(Chapter 4 quiz)</i>
Thursday, Feb 8	Birth and Neonatal Experience

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**Week 6 - LAB: Discussion of Biosocial Development Observation (3)**

Tuesday, Feb 13	Birth and Neonatal Experience
<b>EXAM 2</b> (Noon Tuesday 13 <sup>th</sup> through midnight Wednesday 14 <sup>th</sup> )	

**First 2 Years**

*Chapters 5, 6, and 7*

Thursday, Feb 15 <i>Chapter 5</i>	Biosocial Development: <i>(Chapter 5 quiz)</i>	Brain Growth Motor Development
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*NOTE! There will be no children at McPhaul on Friday, February 16*

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**Week 7 - LAB: Optional. Meet to get more info on preparing your first lab report**

Tuesday, Feb 20	Biosocial Development:	Sensory Development Behavior
Thursday Feb 22 <i>Chapter 6</i>	Cognitive Development: <i>(Chapter 6 quiz)</i>	Piaget's Theory Sensori-Motor Stage

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**Week 8 - LAB: Turn in/Discuss Observation of Biosocial Development in Infant/Toddler classrooms (4)  
Prepare for Cognitive Development Observation**

Tuesday, Feb 27	Cognitive Development	Cognitive Processing Language
Thursday, Mar 1 <i>Chapter 7</i>	Psychosocial Development: <i>(Chapter 7 quiz)</i>	Temperament

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**Week 9 - LAB: Turn in/Discuss Observation of Cognitive Development in Infant/Toddler Classrooms (5)  
Prepare for Psychosocial Development Observation**

Tuesday, Mar 6	Psychosocial Development:	Early Emotions
Thursday, Mar 8	Psychosocial Development:	Attachment
<b>EXAM 3</b> (Noon Thursday 8 <sup>th</sup> to midnight Friday 9 <sup>th</sup> )		

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# Spring Break March 12 - 16

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## Week 10 - No LAB

### Play Years

*Chapters 8, 9, and 10*

Tuesday, Mar 20 <i>Chapter 8</i>	Biosocial Development: <i>(Chapter 8 quiz)</i>	Brain and Growth
Thursday, Mar 22	Biosocial Development:	Motor Development Health

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### Week 11 - LAB: Turn in/Discuss Observation of Psychosocial Development in Infant/Toddler Classrooms (6) Prepare for Biosocial Development Observation

Tuesday, Mar 27 <i>Chapter 9</i>	Cognitive Development: <i>(Chapter 9 quiz)</i>	Preoperational Thought Information Processing
Thursday, Mar 29	Cognitive Development	Theory of Mind Language

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### Week 12 - LAB: Turn in/Discuss Observation of Biosocial Development in the Preschool Classrooms (7) Prepare for Cognitive Development Observation

Tuesday, Apr 3 <i>Chapter 10</i>	Psychosocial: <i>(Chapter 10 quiz)</i>	Emotion Prosocial/Antisocial
Thursday, Apr 5	Psychosocial:	Parenting Gender Awareness

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**EXAM 4** (Noon Thursday 5<sup>th</sup> - midnight Friday 6<sup>th</sup>)

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### School Years

*Chapters 11, 12, and 13*

### Week 13 - LAB: Turn in/Discuss Observation of Cognitive Development in the Preschool Classrooms (8) Prepare for Psychosocial Development Observations

Tuesday, Apr 10 <i>Chapter 11</i>	Biosocial Development: <i>(Chapter 11 quiz)</i>	Brain and Growth
Thursday, Apr 12	Biosocial Development	Motor Development Special Needs

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**Week 14 - LAB: Turn in/Discuss Observation of Psychosocial Development in the Preschool Classrooms (9)**  
**Prepare for Critique of the movie Home Alone**

Tuesday, Apr 17      Cognitive Development:      Concrete Operations  
*Chapter 12*      (Chapter 12 quiz)      Information Processing

Thursday, Apr 19      Cognitive Development:      Language  
                Moral Development

*NOTE! There will be no children at McPhaul on Friday, April 20*

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**Week 15 - LAB: Turn in/Discuss Critique of the movie Home Alone (10)**

Tuesday, Apr 24      Psychosocial Development      Construction of Self  
*Chapter 13*      (*Chapter 13 quiz*)

Thursday, Apr 30      Psychosocial Development      Peer Relationships  
                Family Influences

**Exam 5** (Noon Thursday, Apr 26 - 11:00am Thursday, May 3)

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**Basis for Grade**

*All questions about grades posted on WebCT must be addressed by class time, Thursday, April 19.*

Grades are based on points. The number of points needed for each grade is shown below:

A	941+
A-	900-940
B+	875-899
B	841-874
B-	800-840
C+	775-799
C	741-774
C-	700-740
D	600-699
F	Below 600

Grades are earned from exams and labs as follows:

**Those Who Participate in Labs**

There are 5 exams. Each exam is worth 148 points ( $5 \times 148 = 740$ ).

There are 12 minute papers. Each one is worth 5 points ( $12 \times 5 = 60$ ).

There are 10 labs. Each lab is worth 20 points ( $10 \times 20 = 200$ ).

Points for each lab grade are based on attendance, turning in lab before or at the time of lab, and quality of lab report.

**Those Who Do Not Participate in Labs**

There are 5 exams. Each exam is worth 180 points ( $5 \times 180 = 900$ ).

There are 12 minute papers. Each one is worth 5 points ( $12 \times 5 = 60$ ).

There are 2 applied exams. Each one is worth 20 points ( $2 \times 20 = 40$ ).

**Applied exams** will be announced in class and on WebCT.

**Extra Credit:** 13 quizzes @ 2 points each if quiz is completed with a grade of 90% or higher before the class for which it is specified. If all quizzes are completed with a grade of 90% or higher, 28 points of extra credit will be added to the final grade.

Example:           4 quizzes 90% correct @ 2 each = 8 points  
                  12 quizzes 90% correct @ 2 each = 24 points  
                  13 quizzes 90% correct = 28 points

Each quiz may be taken 3 times; your highest grade is the one recorded.

Extra credit points are added to final points. For example, if your final number of points is 875 and you have 28 points of extra credit ( $875+28=902$ ), your final grade in the class will be A. Because so many points of extra credit can be earned, FINAL GRADES WILL NOT BE ROUNDED UP.

**In order for your quiz to be recorded, you MUST:**

- click SAVE ANSWER for EACH question
- click FINISH at the end of the quiz
- click on OK when asked if you want to submit the quiz for grading

Additional extra credit can be earned by participating in research, if offered.

## **Attendance Policy**

Attendance is expected because attendance is respectful of other class participants, material is introduced in class that is not in your text, and it reduces the time spent in class answering questions that have already been answered.

Attendance is not required, but you are responsible for knowing all information presented in class, whether announcements or lecture material.

## **Labs**

Attendance in labs is expected, but not required. Attendance will taken in labs and will affect lab grades. If you have any concern regarding your privacy, please talk to your TA as soon as possible.

**Print lab guidelines from WebCT before going to lab class!**

**Lab Reports.** All lab reports are to be typed and double-spaced.

Use the Lab Guideline sheet as the cover page for your report.

Questions from lab guidelines MUST be used as headings in the report.

Handwritten running notes MUST be attached to the end of the report.

Lab reports MUST MUST MUST be stapled together before turning in.

Names must be on lab reports.

**Students MUST keep a copy of their labs.**

**Lab Grades.** Lab reports are to be turned in at the time of the lab and discussed during the lab.

Late lab reports will be counted off the lab grade.

Lab reports will not be accepted if they are turned in after 5:00 pm on the day following the day in which they are due. (e.g., Monday labs must be turned in by 5:00pm on Tuesday).

Lab grades are calculated as follows: attendance=5 points, paper turned in during or before lab class=5 points, quality of report=10 points.

For Lab 10, it is recommended that the movie be watched several times. The movie is available for viewing on the 7<sup>th</sup> floor of the Main Library.

## **WebCT Participation**

Students MUST review WebCT access information at <https://webct.uga.edu/www/student.html>

You will find essential information about how to use WebCT from a Computer Laboratory at the University and from your home or other off-campus locations.

**To Go To Our WebCT Page:** Go to the UGA WebCT page on the internet <https://webct.uga.edu/www/>  
Enter your UGA myID and password  
Click on CHFD 2950 (Walters)

## **Exams**

Exams are taken on the computer and may be taken from any computer that is equipped with a WebCT-approved browser. The only computer problems during exams that will be an excuse for not completing the exam is a system failure on WebCT. It is best to avoid taking an exam during the time period between 11:00 pm and 2:00 am. It is always wise to take exams in supported computer labs on campus.

Each exam will be a set of randomly selected questions all taken from the same question bank; thus, each student's exam will be unique. Students may use any materials that will be helpful while taking exams.

You will have 60 minutes anytime within the possible exam time period.

Exams following a Tuesday class will be available from noon on that Tuesday until 12:00 midnight on the following Wednesday.

Exams following a Thursday class will be available from noon on that Thursday until 12:00 midnight the following Friday.

**Exam 5 will be available from noon on Thursday, April 30, until 3:00pm on Tuesday May 8 of final exam week.**

## **Academic Honesty Policy**

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. For a copy of the Regents policy on academic honesty, go to: <http://www.uga.edu/ovpi/honesty/main.html>. Sections of particular interest can be found on our WebCT site.

Work prepared for this class is expected to be the result of personal effort. Behaviors specific to this course that are considered dishonest include the following:

Turning in a minute paper for someone else is a dishonest act. Giving a false reason for missing class is a dishonest act.

Working with another person while taking an exam/quiz is a dishonest act. Lab reports not based on personal observations constitute a dishonest act.

Using exam/quiz answers obtained from another person (currently or formerly in the class or any other source) is a dishonest act.