



HDFS 229: Infant and Child Development
Fall, 2007

Instructor: Dr. Elaine S. Barry **Contact:** Email esb12@psu.edu / Phone 724.430.4284
Office: 206T Eberly Bldg. **Office Hours:** M,T 8:30–9:30 p.m., Sat 12-1 and by appointment
Classroom: 205 Eberly, Tuesday 6:00 p.m. to 8:30 p.m

Course Summary: HDFS 229 is a general education course in social science (GS), presenting basic theories of child behavior and development (including cognitive development, social development, and physical development) from the prenatal period through middle childhood. The class is designed to present both theoretical and practical aspects of child development from psychological and developmental viewpoints.

Who Should Take This Course? This freshman-level survey course will be of value to students interested in children and their development, especially students who are parents or future parents, and students majoring in HDFS, Education, Psychology, Nursing, or Early Childhood Education, among others.

Required Text: Papalia, D.E., Olds, S.W. & Feldman, R.D. (2006). *A Child's World: Infancy Through Adolescence, Tenth Edition*. St. Louis: McGraw-Hill.

Course Goals and Objectives: All coursework and activities will be used to assess mastery of the following learning goals that will be the focus of this course over the semester:

Content (Knowledge)

Show familiarity with major theories and themes of development and their role and importance in developmental studies

Demonstrate a knowledge base about prenatal development, infancy, and childhood

Describe cognitive, social, and physical development of children at different ages

Explain the influence of culture on development and appreciate cultural differences in child development

Skills (Activities)

Paraphrase 100-200 word paragraphs in APA style, with citations and references

Gather information (pro and con) on a controversial topic in child development, analyze it, choose a side to defend, and present findings to class in a brief, informal talk

Find academic sources (journal articles) on a particular topic using a library database

Scaffold a child during a shared activity and write about the experience.

Application (Uses)

Recognize class concepts in everyday life

Present information in written form, writing a paper analyzing children's development

Apply critical thinking skills to information presented about child development

Evaluate and analyze information presented in scholarly journals

Study Tips: Only you have control over your own study habits. The habits you acquired previously in your educational career may be inadequate at Penn State Fayette. I strongly urge you to become proactive in your studying: (1) read daily; (2) take breaks often, going over what you are studying; and (3) teach the material to someone else (a partner, parent, sibling, pet, stuffed animal, or even the wall). *See me if you would like more tips on studying for college courses.*



Course Theme



Students should understand that developmental psychology is a science with a large and rich research base. Accordingly, we will use this research to understand development, rather than personal experiences, casual observations, opinions, thoughts, feelings, biases, or beliefs. Although each individual has a unique pattern of growth and development, overall, human development is orderly and predictable and therefore capable of being understood through scientific principles and methodology.

Assignments: There will be brief weekly quizzes on assigned reading, in-class group activities, and written papers due during the semester. More details regarding these assignments will be given before the drop date. Because dates for all assignments are known, **late papers will not be accepted without approval from me.** (Underline this sentence and show it to me for 1 extra credit point, but this opportunity expires 9/10/07).

Exams: There will be three unit exams during the semester, the last of which is the final exam. Tests are primarily multiple-choice and essay. IF it is absolutely necessary for you to miss an exam, and you make arrangements ahead of time, you may take an exam *before* the scheduled exam. **Make-up exams will only be given in documentable circumstances, and they will be scheduled during my office hours.**

Student Participation: Students are expected to participate in group activities each week and to take part in class discussion whenever they feel comfortable. *As we get to know each other through the semester, I hope to hear from each of you in class discussion.*

IMPORTANT: Turn phones to SILENT before coming to class and DO NOT TEXT in class.

Class Attendance: Students will be responsible for all information, materials and assignments given during each class period including quizzes and exams. Much of the material to be covered in the lectures supplements the textbook and does not appear in the textbook. Therefore, test questions will represent material from class and the text. If you find it absolutely necessary to miss class, it is strongly suggested that you obtain the day's notes from a classmate. ATTENDANCE is IMPORTANT! Class attendance will be taken each day. If three (3) or more classes are missed during the semester, you may be asked to drop the course because too much material would be missed.

Contacting Me: The best way to get in touch with me is to come up after class and see me. This is also the best way to make an appointment with me. *In addition, I hope each of you will visit me at least one during my office hours this semester.* Emailing is also acceptable, but **MAKE SURE TO USE GOOD EMAIL ETIQUETTE** – see page 4 of this syllabus. If you call, please leave a message on my voicemail if I am not in.

Statement on Special Needs: The Pennsylvania State University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students should register with Disability Services, contact liaison Tammy Henderson, 724-430-4531, tlk198@psu.edu, and contact their instructors in a timely manner to arrange for appropriate accommodations.

Grading: Final grades will be based on quiz and exam scores, grades on written assignments and papers, and in-class group activities. Final grades will be based on a percentage of total possible points earned (90%=A, 80%=B, 70%=C, 60%=D, 59% and below = F) and will be assigned as A, B, C, D, or F (no pluses or minuses will be given). **IMPORTANT:** Keep all graded work that is returned to you until after final grades have been posted.

I strive to write assignments that help students understand course material better AND enable me to become informed about the depth and quality of your understanding so that I can adequately evaluate your learning. Course work (including quizzes and exams) should also allow me to 1) assess how you perform on specific assignments or material, and 2) determine your strengths and weaknesses. I plan for student successes, not promoting failures: A variety of opportunities for demonstrating knowledge provides a better chance that one or more of these methods will highlight one of your strengths. By examining your pattern of grades as they are distributed on the chart below, you will be able to see where your strengths and weaknesses are. *I invite you to visit me during the semester to discuss strategies for doing better in any areas of weakness or to let me congratulate you on areas of strength!*

Evaluation Format	Purpose	How Often?	How Many?	Points Possible
Unit Exams	To evaluate understanding and application of course material through multiple choice and short essay questions	Approximately monthly	3 @ 50 points each	150
Written Papers	To describe, explain, predict and promote optimal child development by analyzing a scaffolding interaction with a child; To demonstrate the application of concepts learned throughout the course	Middle and end of semester – see calendar for due dates	2 @ 25 points each	50
Quizzes	Questions drawn from reading only to make sure you read the text before coming to class	Weekly	Must do 10 @ 5 points each	50
Group Activities	To promote active learning of material and practice critical thinking skills while working collaboratively with fellow students toward a common goal	Weekly	Must do 8 @ 5 points each, plus the Controversy Activity which is 10 points and is not optional	50
Assignments	To promote critical, deep thinking about material and application of concepts learned throughout the course	Weekly	Must do 10 @ 5 points each	50
TOTAL POINTS POSSIBLE				350

Extra Credit: Extra credit opportunities will be explained in a separate handout. There is a limit of 8 extra credit points for the semester. In addition, spontaneous extra credit opportunities will sometimes arise during class. At that time, the class will be told of the opportunity, which must always be completed within one (1) week to earn the point(s), but you must be present when they are announced to be able to earn these points. These spontaneous opportunities make it possible to earn more than 8 extra credit points during the semester, but **NOTE** that these are the **ONLY** ways to get extra credit in this class.

Academic Integrity at Penn State: Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course. The University's statement on academic integrity, from which the above statement is drawn, is available at <http://www.psu.edu/dept/oue/aappm/G-9.html>

Email Etiquette – 6 Rules: To practice your formal communication skills, be sure to use the following guidelines for contacting your professors via email.

1. Use the subject line to list which course or what you are emailing about.
Ex., "Subject: HDFS 229" or "Subject: Advising"
2. Make it personal; always include a salutation (greeting).
Ex., "Dear Dr. Barry," or "Dr. Barry," or "Hi Dr. Barry,"
3. Use proper spelling, grammar, and punctuation.
This is VERY important! Unless you are text messaging your friend (and an email is most certainly NOT a text message), then use proper sentence structure and formatting so that your message can be clearly understood. See also No. 4 below.
4. Read the email before you send it. Yes, email must be proofread!
In any kind of professional environment, careless email mistakes are avoidable. You don't want to be misunderstood or make a bad impression. See also No. 3 above.
5. Do not write in ALL CAPITALS.
IF YOU WRITE IN ALL CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. It is harder to read and can also be annoying. Save the capitals for specific words or sentences that require emphasis, and use them sparingly.
6. Use a signature (closing).
As a courtesy to your recipient, include your name at the bottom of the message. Depending on which email address you are sending from or how you have your email address formatted, your name might not be evident from your email unless you include it.





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COURSE CALENDAR and OUTLINE

*Please note this is an approximate schedule of readings and course activities. Changes may be made at any time, so it is important to attend each class. The reading assignment for each class period should be read before coming to class.

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
August 28 (Class 1)	First Class Day Introduction to class	None
	I. Child Development	
	A. Definition	Chapter 1, pp. 9-10
	B. History	
	C. Domains of development	Chapter 1, pp. 13-18
September 4 (Class 2)	D. Vocabulary	Chapter 2, pp. 25-27
	E. Theories of Child Development	Chapter 2, pp. 33-34
	1. Piaget	
	2. Information Processing	Chapter 2, pp. 34
	3. Vygotsky	Chapter 2, pp. 38-39
September 11 (Class 3)	4. Learning and Social Learning Theory	Chapter 2, pp. 31-32
	5. Evolutionary Theory	Chapter 2, pp. 35-36, Box 2-1
	6. Bronfenbrenner	Chapter 2, pp. 36-38
	F. Methodology	Chapter 2, pp. 43-48, Box 2-2
	1. Research designs	(correlations and experiments only)
September 18 (Class 4)	2. Developmental research designs	Chapter 2, pp. 48-50
	II. Heredity & Environment	
	A. Heredity	Chapter 3, pp. 64-65
	B. Behavioral Genetics	Chapter 3, pp. 72-78
	III. Pregnancy and Prenatal Development	
	A. Conception	Chapter 3, pp. 59-62
	B. Stages of development	Chapter 4, pp. 87-92
September 25 (Class 5)	C. Environmental hazards	Chapter 4, pp. 85-86, 93-102
	D. Monitoring prenatal development	Box 4-1

END OF TEST 1 MATERIAL



Sept. 25 (con't)

IV. Childbirth and the Newborn
A. Stages of Childbirth

Chapter 5, pp. 111

October 2 (Class 6)

Test 1 – Chapters 1, 2, 3, 4

Bring #2 pencil

Oct. 2 (con't)

B. Methods of Delivery

Chapter 5, pp. 112-114, Box 5-1

C. The Newborn

Chapter 5, pp. 114-116, 117-121, Box 5-2

D. Low Birth Weight Babies

Chapter 5, pp. 122-124

October 9 (Class 7)

V. The First Three Years

A. Physical development

Chapter 6, pp. 133-138

1. Growth of body and brain

Chapter 6, pp. 142-147

2. Motor development

Chapter 6, pp. 147-153, Box 6-1

3. SIDS

Chapter 6, pp. 155-158, Box 6-2

October 16 (Class 8)

B. Cognitive development

1. Memory

Chapter 7, pp. 164-165, 168-169

Chapter 7, pp. 178-180, 182-186, Box 7-2

2. Language

Chapter 7, pp. 187-190, 192, 193-194



Scaffolding Paper I due during class time

October 23 (Class 9)

C. Social development

1. Emotions

Chapter 8, pp. 201-202, 204-205

2. Temperament

Chapter 8, p. 206-210, Box 8-1

3. Attachment

Chapter 8, pp. 211, 214-219

4. Bidirectionality of influence

Chapter 8, pp. 219-222, Box 8-2

5. Effect of child care

Chapter 8, pp. 229-233

October 30 (Class 10)

VI. Early Childhood

Chapter 9, pp. 241-243, 246-248, 250-253

A. Physical development

END OF TEST 2 MATERIAL

Oct. 30 (con't)

B. Cognitive development

1. Piaget

Chapter 10, pp. 265-270

2. Vygotsky

Chapter 10, pp. 281-282, 284-285

November 6 (Class 11)

Test 2, Chapters 5, 6, 7, 8, 9

Bring #2 pencil

Nov. 6 (con't)

3. Language

Chapter 7, pp. 194-195,

Chapter 10, pp. 282-283, 285-287

4. Memory

Chapter 10, pp. 276-279, Box 10-2

5. Theory of mind

Chapter 10, pp. 270-274, Box 10-1



November 13 (Class 12)

C. Social development

1. Self-concept
2. Discipline
3. Parenting styles

Chapter 11, pp. 295-299
 Chapter 11, pp. 309-312, Box 11-1
 Chapter 11, pp. 312-314

November 20

No Class – Fall Break (Have fun!!)



November 27 (Class 13)

VI. Early Childhood

C. Social development (con't)

4. Gender identity
5. Play

Chapter 8, pp. 211-213;
 Chapter 11, pp. 299-305
 Chapter 11, pp. 305-309

VII. Middle Childhood

A. Physical development

1. Growth norms
2. Obesity
3. Dangers

Chapter 12, pp. 331-334

December 4 (Class 14)

B. Cognitive development

1. Piaget
2. Memory
3. IQ testing
4. Language
5. Influences on school achievement

Chapter 13, pp. 345-348
 Chapter 13, pp. 350-352
 Chapter 13, pp. 352-356
 Chapter 13, pp. 357-359
 Chapter 13, pp. 360-366



Scaffolding paper II due during class time

December 11 (Class 15)

C. Social development

1. Self-esteem and emotions
2. Child in the family
3. Siblings
4. Peer group
5. Resilience

Chapter 14, pp. 379-381
 Chapter 14, pp. 381-384, 386-390
 Chapter 14, pp. 390-391
 Chapter 14, pp. 392-398
 Chapter 14, pp. 402-403

LAST CLASS DAY, END OF TEST 3 MATERIAL

December 18

Final Exam (Test 3) Chapters 10-14

Bring #2 pencil

NOTE: Test will begin at 6:00 p.m. No one will be admitted after the first person leaves



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Homework 2 (5 points)

Instructions

Explain briefly (in your own words) which of the following theories you understand LEAST. What do you find difficult about it? What question(s) do you have about the theory? What information would you need to have a better understanding of this theory?

Piaget
Information Processing
Vygotsky

Learning and/or Social Learning Theories
Evolutionary Theory
Bronfenbrenner

This should be at least ½ page, typewritten, double-spaced. Write clearly and make sure your paper is well organized. Use good grammar, complete sentences, and correct punctuation.



Grading Rubric

Your assignment will be awarded points according to the following criteria:

SCORE	HOW SCORE IS DETERMINED
5	Details provided, all questions answered, good organization, error-free writing, length
4	Missing one to two of above criteria
3	Missing two to three of above criteria
2	Missing three to four of above criteria
1	Addresses the spirit of instructions, but few of above criteria
0	No paper turned in or paper is off-topic

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Homework 3 (5 points)

Read the following situation related to your reading, and answer the questions that follow it.

When Twins Marry Twins

Written by Deborah E. Allen

Sally Thompson meets Harry Branaugh in her junior year at a small liberal arts college in Pennsylvania. It's a case of love at first sight. In the spring of their senior year, they both have been lucky enough to find jobs in the Pittsburgh area, so they plan to get married in the June following graduation.

At their wedding rehearsal dinner, Sally's twin sister Emma meets Harry's twin brother Ken for the first time. It's a case of love at first sight. As Sally and Harry have their first serious argument about who should have told whom about having a twin (and exactly when), Emma and Ken make plans for the evening that don't include the rest of the family. Three months later, they also decide to get married.

The couples keep in touch, and 3 years later Sally and Emma are delighted to discover that they are both expecting (could it be twins?). Emma's due date is in October, and Sally's in December. On December 12th, seventeen hours into labor, Sally is no longer sure she's delighted about the prospect of motherhood, and begins to worry about the child she's about to deliver.

"Why didn't you think of it sooner?" she says to Harry, gripping his arm rather severely. "Identical twins should never marry identical twins. Our child's going to look just like Emma and Ken's little boy." Her first impression of Kenneth, Jr. she recalls, was that he had the sort of face that only a mother and father could love.

Two hours later, Sally is scared to take a look at her new baby.

Questions to ponder (answer on a separate piece of paper):

- 1) Will their child look just like his or her "double cousin," Ken, Jr.? Why or why not? Give specific reasons for your answer.

- 2) Assuming that Sally is right and the children will look identical, will they also have similar personalities, behavior, and attitudes? Once again, be specific in your response.

Adapted with slight modifications from



"<http://www.udel.edu/pbl/curric/biology-prob.html>"

Last updated Feb. 5, 1999.

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Grading Rubric

Your assignment will be awarded points according to the following criteria:

SCORE	HOW SCORE IS DETERMINED
5	Clear and concise explanations with specific reasons, all questions completely answered, error-free writing
4	Missing one to two of above criteria
3	One question answered, one partially answered or both mostly answered
2	Brief and partial response to both questions
1	Brief and partial response to only one question
0	No paper turned in or paper is off-topic



SCAFFOLDING PAPER I – DUE OCTOBER 16, 2007

HDFS 229: Infant and Child Development

Instructor: Dr. E. S. Barry

Purpose: This paper is intended primarily to allow you to put into practice two of the four goals of studying child development -- to **describe** and **predict** a child's development. Specifically, you will:

- Become familiar with Vygotsky's notion of **scaffolding** through practical experience;
- Interact with an actual child;
- Predict what the child will be able to do during your interaction;
- Practice observation skills, recording details of your interaction with the child;
- Describe the developmental level of the child during the interaction;
- List steps the child took to complete the task;
- State the amount and kinds of assistance you provided to help the child; and
- Communicate your experience to others in a well-written paper.

Instructions: Your assignment is to interact with a child (aged between 2 years and 10 years) and to demonstrate the Vygotskian concept of **scaffolding**. In order to do so, you should choose a task (described in class) to do with the child. You should choose a task that is somewhat above the child's level of ability (not one that the child can complete by herself/himself, but not one that is too difficult for the child to do, even with help).

First, have the child attempt the task by herself/himself.

Note how far the child gets in completing the task.

Then, provide guidance for the child to help him or her complete the task.

Record **details** of the type and amount of guidance that you provided.

Write a paper describing your experience and what kind of difference it made in the child's ability to complete the task. Include the details of what the child did, what you did, how did you adjust your guidance to fit the child's needs, etc.

Keep in mind that the task should be age-appropriate for the child, as discussed in class. If you have any questions or need help coming up with a task, *please see me*. Also, be prepared in case the child does not cooperate fully. Anything can happen when working with children! Give yourself time to acquaint yourself with the child (if you don't know the child well), and make sure you allow yourself time to try the task again, or even to try another task.

Format: The paper should be at least **3-4 pages long, typewritten, double-spaced**. Make sure to use 12 point font and 1" margins.

Due Date: The paper is due **at 6:00 p.m. on October 16**. Papers turned in after this time will be considered late. **FIVE POINTS WILL BE DEDUCTED FOR EACH DAY THE PAPER IS LATE.** **If you want to finish the paper early for my review, I will be happy to read an early paper and give you suggestions for improvement, if needed.** If you choose to do so, I need to receive early papers by **October 2**.

Grading: Make sure to include the following information in your paper, organized in a way that makes sense. Point values for grade determination also appear below:


<u>INFORMATION TO INCLUDE</u>	POINTS
Description of the child (in general developmental terms, not a physical description!)	4
Predicted ability of the child before you begin working with the task (i.e., How much help do you think the child will require? What type of help will you need to give?)	3
Detailed description of what the child could do on his/her own	4
Detailed description of what the child could do with your help (guidance)	4
Report how you altered your assistance according to the child's need (identify the kind of guidance you provided for the child)	4
Discussion of how the "reality" of this interaction met your expectations (from above – make sure to refer back to your developmental expectations)	3
Writing Style (organization, grammar, spelling, format, presentation, etc.)	3
TOTAL POINTS	25



SCAFFOLDING PAPER II – DUE DECEMBER 4, 2007

HDFS 229: Infant and Child Development

Instructor: Dr. E. S. Barry



Purpose: This paper is intended as an opportunity for you to put into practice the other two goals of studying child development -- to **explain** and **optimize** a child's development. Specifically, you will:

- Reinforce your knowledge about Vygotsky's notion of **scaffolding**;
- Analyze the task you chose in terms of physical, cognitive, or social demands;
- Discuss this task in terms of how it is appropriate for the child's developmental level;
- Explain the child's behavior during the scaffolding interaction using developmental terms;
- Compare your prediction to the actual outcome, using the task analysis to critically examine how realistic your expectations were;
- Defend your definition of "successful" completion of the task as you think back on your experience. How is this definition different from your initial notion of success?
- Compose examples of how what you learned in this experience could be used to help children optimize their development.
- Practice communicating your experience to others in a well-written paper.

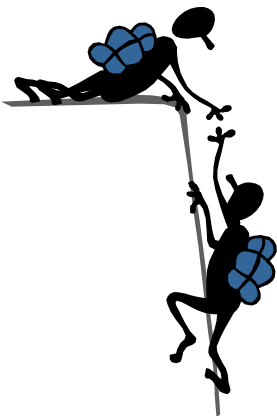
Instructions: Your assignment is to revisit your Scaffolding I paper. When you wrote that paper, you were *predicting* and *describing* the child's development. Now you are to *explain* the child's development and describe how to *promote optimal development* by analyzing your paper as a budding developmentalist. Use information from class and the textbook to accomplish this. You do not need to use any other sources or references for this paper.

Format: The paper should be at least **5-6 pages long, typewritten, double-spaced**. Make sure to use 12 point font and 1" margins. Remember that you are "rewriting" your Scaffolding I paper so at least 3-4 pages are already written, although they may need some revision. Keep in mind that you are not just adding to the end of the original paper. You must incorporate relevant additions throughout the paper.

Due Date: The paper is due **at 6:00 p.m. on December 4**. Papers turned in after this time will be considered late. **FIVE POINTS WILL BE DEDUCTED FOR EACH DAY THE PAPER IS LATE.** **If you want to finish the paper early for my review, I will be happy to read an early paper and give you suggestions for improvement, if needed.** If you choose to do so, I need to receive early papers by **Monday, November 26**.

Grading: Make sure to include the following information in your paper, organized in a way that makes sense. Point values for grade determination also appear below:

INFORMATION TO INCLUDE	POINTS
Analysis of the task demands (physical, cognitive, and/or social)	4
Discussion of how the task demands match the child's developmental level	4
Use of developmental terms to describe the child's work on the task	4
Comparison of expected outcome to actual outcome	3
Definition and analysis of "successful" completion of the task	3
Examples of how to help children optimize development based on what you learned during this experience	4
Writing Style (organization, grammar, spelling, format, presentation, etc.)	3
TOTAL POINTS	25



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Group Activity 2 (5 points)

Below each paragraph, write the name of the theory you believe best explains it. Underline or circle important words or clues in the paragraph that helped you make your decision:

1. Consider an infant who finds a sheet of newspaper for the first time. In an attempt to make sense out of this new experience, she runs through her repertoire of actions on objects. She applies her current structures (habitual patterns of behavior). She grasps the paper, hits it, sucks it, turns it over, shakes it, puts it over her head, and so on, in her attempts to fit this new object into something she already knows. However, a newspaper has certain characteristics foreign to her existing knowledge. She is forced to stretch or reorganize this existing knowledge in small ways. Her ideas about the way things sound when they are shaken must be altered to include the rustle of a newspaper. Similarly, the light weight and the new feel and sight make further demands on her comprehension of the world.

2. Shamini (11 months) notices great-grandmother snoring with open mouth. She makes a face with jaws open wide but mouth pulled down to form a small 'o' in reference to what was an extreme facial gesture. This causes enormous though slightly embarrassed hilarity in the rest of the family. Shamini responds directly to the laughing others, looking at their faces, laughing, and repeats her 'face' with great amusement several times.

3. Consider what happens when a young boy first encounters the Dr. Dolittle story with the pushmi-pullyu, a horselike creature with a head at each end. The delighted child attends to the picture of the creature while ignoring other objects on the page and encodes it visually, as an image, or verbally, as a 'pushmi-pullyu' or 'two-headed horse.' He processes this visual or verbal representation further as he compares it with previously stored information about horses or fantastic creatures such as unicorns. Furthermore, the child may derive certain implications about having two heads ('how does it know if it's coming or going?'), store the new information in a way that allows him to recognize pushmi-pullyus on future occasions, and finally laugh. Later he draws a picture of the pushmi-pullyu and correctly retrieves its name when he shows it to his father.

Names of Group members (first name, last initial):

_____	_____
_____	_____
_____	_____

*Stories slightly modified from Miller, P. H. (1993). *Theories of developmental psychology, 3rd Ed.* New York: W. H. Freeman and Company

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Group Activity 12 (5 points)

Your sister calls you up with a child development question. She is worried about her 3-year old son (your nephew) because he has told her he would like to be a “mommy” when he grows up. Last time she put her lipstick on, he asked her to put some on him too. She is worried her husband will find out, and she knows he would be very displeased with the situation. What will you tell your sister, and what advice will you give her?

Use developmental terms to describe what is going on with your nephew’s gender development and anything else that is relevant. Be specific in your explanation and in your advice. What does the future hold for your nephew?

Names of Group members (first name, last initial):

_____	_____
_____	_____
_____	_____
