University of Wisconsin-Stout
Department of Human Development and Family Studies
Human Development: Early Childhood
HDFS 124 Sections 001 & 002
Spring 2009

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Class Meetings:	MWF 10:10 am – 11:05 am
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Office Hours:	Mon, Wed, & Fri 9 am – 11:00 am
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Welcome to Human Development: Early Childhood course. This course will introduce you to the basics of human development, focusing more on prenatal and early childhood stages. Physical, motor, cognitive, linguistic, moral, social, emotional developments in children will be discussed along with the theoretical foundations and current trends interlaced into them. We will use several resources—the textbook, scholarly/empirical research, professional organizations/websites, and other related readings throughout the semester.

I would like take this opportunity to mention one of the sayings of Socrates, ancient Greek philosopher: *"Education is kindling of a flame, not filling of a vessel."* I will be the facilitator of knowledge guiding you at every stage. However, active learning and participation are required from each one of you. Emphasis will be placed not only on the knowledge gained, but also on the process through which it is acquired. The expectations will be high and you will be assessed during every class period. So, your preparation prior to the class, contribution during the class, and critical thinking all through the semester are essential and valued. Your positive attitude toward the subject and a strong motivation to learn are the means to knowledge and scholarship. Again, in the words of Socrates, *"I cannot teach anybody anything, I can only make them think."* Therefore, be ready to work hard, give your best, learn a lot from the materials, benefit from the Instructor and your peers, and consequently, enjoy the course to the fullest!

Please review this syllabus very carefully. It is a lengthy document, and needs all your attention. I want to insure that I explain the course details thoroughly. Further specifications of all the assignments will be described at length on D2L (course website) and discussed in class for everyone's benefit.

A. COURSE INFORMATION:

Catalog description:
Principles and theories of growth and development prenatal through age 8, with a systemic perspective on physical, motor, cognitive, language, social and emotional development. Observations required. (3 credits)

Course outcomes/objectives:
Upon completion of the course, you will be able to:
1. Identify, describe and explain principles of child growth and development as they apply to children prenatal through age 8.
2. Compare and contrast major theories of child development.
3. Describe fundamental sequences of physical, cognitive, language, perceptual, emotional and social development for children prenatal through age 8.
4. Explain the importance of research and identify various research methods used in the study of child development for the early childhood period (prenatal though age 8).
5. Develop observation skills of young children's (prenatal though age 8) growth and development and relate observations to the principles of child growth and development.
6. Explain the importance of systems in which child (prenatal through age 8) development occurs: family, peers, school and society.

7. a. List stages of play.
   b. Describe characteristics of play during early childhood period (prenatal though age 8).
   c. Explain the contributions of play to all areas of development and to learning in children during the early childhood period.
8. Understand the importance of parent-child relationships on the total development of the child.

Student Learning Objectives:

Besides using memory and comprehension in learning the contents of the course, I would like for you to strive in improving the following skills:

Collective thinking	Professional behavior
Contextual learning	Public-speaking
Cooperative learning	Reflective learning
Creative thinking	Self regulation
Critical thinking	Self-development
Explorative	Scholarly writing
Independent thinking	Theoretical appreciation
Membership/accountability	Test-taking
Metacognitive	Working in teams

The course management methods and assignments are designed to enhance these qualities in you. Your full attention, eagerness, and enthusiasm for learning can assist you in this process. Similar to the course outcomes/objectives, these learning outcomes can be accomplished only with collaborative efforts from each one of you, while I will operate as a constant resource in the process.

B. REQUIRED READINGS:

a. Text-book:
Rathus, A. S. (2006). *Childhood and adolescence: Voyages in development* (2nd ed.). Belmont, CA:

    Thomson/Wadsworth.

b. Empirical/Research articles:
Several research articles and empirical studies will be included as relevant and appropriate during the semester. A sample list of such research-based articles is enclosed. You are required to review them in timely manner and come prepared for the class discussions.

c. Professional Sites & Organizations:
You will need to familiarize yourself with the current/recent developments in the area of early childhood research, reports, and news. Some examples of such sources are enclosed. Several others will be listed under LINKS tab in D2L.

d. Related readings:
Other topic-specific and related readings will be periodically posted in D2L throughout the semester.

C. COURSE REQUIREMENTS:

ALL assignments listed here are required to complete the course. Course objectives and student learning outcomes are achieved through a variety of assignments. The goal is to understand the domains of child development via theory, research, and practice. The assignments will provide opportunities that challenge your knowledge, understanding, application, writing, analysis, reasoning, and interpretation skills.

The assignments are outlined below with their rationale, descriptions, and grades. Further details on these assignments will be posted in D2L along with elaborate instructions, samples, and grading rubrics. Most of

the assignments (unless mentioned) will need to be submitted electronically via D2L. This is done for efficiency and also to save the resources. Feedback to the assignments will also be given electronically for the same reasons. Turn-around time for the major assignments is 2-3 weeks and for others it is usually about a week. Use the Q & A Discussion Board in D2L for any further details/questions. It is to your benefit that you check that Board for any updates that I may have posted there as a response to another student's question. This will avoid any possible errors and thereby submitting accurate and thorough work. Broadly, the assignments in this course are divided into three categories:

> (i) Testing and Quizzing
> (ii) Observation and Interpretation
> (iii) Critical thinking and creative learning

The assignments are elaborated under each of these categories that will enhance your knowledge of the subject while improving your learning skills. Please follow the instructions scrupulously. A Q & A Discussion Board is posted in D2L for all assignment-related questions.

All due dates are FINAL; No late work will be accepted. No exceptions.

I Testing and Quizzing Requirements:

Exams and Quizzes:
Exams and Quizzes will test the contents covered during class, activities/exercises carried out, online information posted in D2L, and from the latest news/reports. Test items will consist of a combination of questions that test understanding, application, and conceptualization skills. You cannot totally rely on memorization; you will need to use higher level critical and analytical thinking skills. Logic and reasoning will be crucial for interpreting the test questions.

Study guides or previews for exams will be provided. You are required to be thorough with all the related contents listed therein. Make sure you ask for help in clarifying any concepts; else, it will be assumed that you understood the material and have no ambiguity whatsoever. Please use the Q & A Board in D2L.

No make-up exams will be given.
No exemption from taking any of the exams.
Absentees for the exams will receive a grade of <u>zero</u> for the exam.

a. Syllabus Quiz: (3 points)
Syllabus Quiz will be given on the first class day, to help everyone get acquainted with the contents of the syllabus – course policies and course requirements, etc. It will be a short quiz with multiple-choice type questions and will be graded for a score.

b. APA Quiz: (10 points)
This exam will test your knowledge of rules in professional writing, citing of references, and plagiarism issues. These rules will be the guidelines that you will scrupulously follow while doing other assignments throughout the semester. These are some of the basic principles of professional and scholarly writing. All the supporting materials will be posted in D2L and discussed in class as a preparation for the exam.

c. Exams: (5 @ 20 = 100 points)
There will be a total of **5 exams** during the semester. Exams will consist of multiple-choice type questions. Exams will include ALL the materials covered (in class activities–research analysis, conceptualization activities, those posted online in D2L, and the textbook information) during the weeks prior to it. These exams will **NOT** be comprehensive, i.e., each exam will cover only the listed chapters and their related contents. The distribution is as follows:

Exam 1 – Chapter 1
Exam 2 – Chapters 2 – 4
Exam 3 – Chapters 5 – 7
Exam 4 – Chapters 8 – 10
Exam 5 – Chapters 11 – 13

II Observation and Interpretation Requirements:

a. Infant-Toddler Observation (25 points)

This assignment requires **2 hours** of observation of an infant or toddler, ages 0–3. The assignment consists of observation, handwritten log/notes, samples of work/activities from children (if available), and final report covering the elements given in the guidelines about the child's behaviors, etc. The assignment is a report of what is observed and what could be interpreted of child's behaviors.

Observations will be made by you during different times of the day capturing different developmental activities of the child. You may have to make several visits before you can get a complete overview of the child's growth and development. An outline is due during Week-7.

Interpretations come from the textbook (**5 citations**) and peer-reviewed research articles from professional journals (**3 references**). The report can be about **5 pages** long (excluding cover and reference pages) and succinctly written without errors. Detailed guidelines along with the grading rubric will be posted on the D2L. A broad grading distribution is as follows:

Observation log (handwritten notes)	2 points
Physical/Cognitive/Language/Social-emotional observations	4 points
Interpretation/Analysis of the development	15 points
Conclusions/APA	4 points
Total	**25 points**

b. Early Childhood Observation (25 points)

This assignment follows exactly similar rules as the previous observation, except for change in the age group. This second observation will be about children ages 3-8.

Both these observations can be done on-campus facility or at an off-campus preschool, crèche/day care center, or at the child's home, neighborhood, or recreational facility. When conducting these observations at any off-campus unit, remember to get the letter of permission (posted in D2L) signed by the respective authorities and parents. By doing so, you are abiding by the principles and ethics of observational research process. More details of scholarly research procedures will be discussed in class.

III Critical Thinking and Creativity Requirements:

Every week, on **Fridays** we will highlight on two different skills–
Conceptualization and Research Analysis.
We will do that via two very unique assignments described below.

a. Research Focus: (5 @ 5 points = 25 points)

This is an assignment that will give you an opportunity to explore the current research, mainly which has been conducted in the recent years. You will search the databases linked from the UW-Stout Library website. You will need to learn this skill of searching and finding accurate, relevant, and recent research articles in the area of child development. You can use the tutorials found on Library website or take special training from the Reference staff situated on the first floor of the Library. You will be able to choose from thousands of scholarly journals and hundreds of databases. So, it is to your advantage to start this process as early as first week of the semester and continue to fine-tune your skills in this area. To help you jumpstart this process, a list of subject-related journals and databases is enclosed for you.

List of Journals and Databases:
A starter list of related and relevant journals and databases is enclosed for you. This list will help you find relevant and accurate research articles that you will use during Friday Research Focus and also while writing Observation Reports.
The main goals of this assignment are:
> a. To learn to use scholarly databases and journals in the subject.
> b. To help identify and select related, relevant, and accurate journal articles.
> c. To learn to analyze the scholarly/research articles.
> d. To apply the methods, results, and implications of these research articles to enhance your understanding of the subject of child development.
> e. And, finally, to learn from various research studies contributed by your fellow classmates.

b. Concept Maps: (6 @ 5 points = 30 points)
Concept Mapping is a unique assignment that will make learning of the course content in an in-depth and holistic manner. The basic functions of this assignment are:
> a. To provide a clear and distinct view of the concepts learned from the course.
> b. To provide an opportunity to bring about logical, reasoning, and analytical intelligences.
> c. To help understand the connections between/among different developmental concepts and theories explaining early childhood.
> d. To foster/encourage critical and creative thinking skills through class members' productions.

Every week, Concept Maps will be created during class, after which they will be displayed and discussed in-depth. You can come prepared with a rough draft of your work/ideas and depict it on the large-sized (11"X17") paper. You may use colors, graphics, images, drawings, words/phrases, or any other creative way to make your point(s). The paper will be supplied to you but, you are required to bring your own writing/drawing tools.

c. Participation/leadership/preparation: (28 classes @ 3 pts = 84 points)
Each class day gives you an opportunity to display your knowledge through class activities and group projects to promote intellectual input into the collective scholarship. You will be required to work in small groups that will be created on first class day. Same seating arrangement will be followed throughout the semester. There will be four (4) students per group, and each one of you is assigned (on rotation basis) the roles of Q-R-C-T. These letters stand for:
> Q = **Q**uestioning/**Q**uery
> R = **R**eflection/**R**easoning
> C = **C**omment/**C**ompare
> T = **T**alking Points

For every class period, the small group (of **4 students**) will come prepared for QRCT. You can write/compose your inputs and bring them to the class. The student in-charge of Talking Points will take-on the role of the leader. He/she will share key points from their own and from their group's work. It is hence, the responsibility of each member of the group to work as a team in informing the leader who then, will be able to share with the class.

Every class day, a few groups will be randomly chosen to present their materials. These materials will be used for class discussions that will further enhance learning. All four members will be awarded points for their individual work (**2 points**) and group effort (**1 point**). Your work will be collected every class period for grading. The group needs to work as a team in order to score full points and contribute to class learning. More details will be explained in class and posted on D2L.

I am fully aware of the logistics and complexities of such group work. This assignment fosters team-work, communication, understanding, cooperation and collaboration among the members. It will also enhance the group's preparedness for class presentations, keeps you observant with the course content and needs of the group/class. As a scholar, you will have the opportunity to display your expertise in the subject matter and team-spirit, every single day of the class! I will be assisting you during the first week to help get acquainted with the process.

d. Reflection Journal (16 points)

This is the culmination assignment of your learning that happened throughout the semester. You will write a comprehensive reflection of all that you have learned over the several weeks, and include your own input into the assignments – the Research Focus, the Concept Maps, the daily writings of Q-R-C-T, the Observation Reports, the Exams, and the Developmental Project. This reflection can be written in first-person and showcase your mastery of the developmental concepts during the semester. This reflection journal can be about 3-4 pages.

On the day of submission, you will have access to all your work from the semester. You can write part of this Journal (about half or even more!) even before you come to the class. You will be given 15-20 minutes to complete the reflection and submit it online during the class. This is the day when you will definitely bring a laptop with you. After completion, you will then submit the Journal into the Dropbox in D2L.

e. Developmental Project: (22 points)

This project calls for clarity in understanding of developmental concepts studied over the semester. You will also use this assignment to express your creativity and present it in class. You are free to choose any topic, any age group (prenatal through middle childhood), and compile/create/construct a comprehensive and meaningful method of portraying it for any audience of your choice (example, parents, teenagers, child care workers, teachers, etc).

Some examples can be, but, not limited to a game, poem, skit, song, story, figure, graph, pictorial representation, model, chart, tool, booklet, an informational flyer, factsheet, action sheet, public service announcement, or any other method about prenatal, infancy/toddlerhood, or early childhood development. You will need to confirm your topic and the medium/method with me. A brief summary should be posted in the D2L Dropbox by the due date. Grading will be based on the content, creativity, novelty, and the short presentation in class. Detailed instructions, samples, and the grading rubric will be posted in D2L.

D. COURSE POLICIES AND PROCEDURES:

Attendance

You are expected to be present for every class session. Materials covered during every class meeting are essential for learning the course content as a whole. You are expected to arrive on time and stay for the complete session. Coming in late and leaving during the class session disturbs and distracts your fellow classmates and the class discussions in progress. In case of absences you will lose participation/ leadership/ preparation points assigned for that class. Any genuine absence must be verifiable. Some examples include: a doctor's note, a funeral announcement, a mechanic bill for car repairs, or a listing in any school- or sports-related activities. Remember, this will <u>not</u> allow you retake or makeup any assignments/exams. But, it will help me understand your situation and thereby provide any additional assistance toward your learning in the course.

Preparation for the class

You will be responsible for reading the assigned materials from the textbook and other readings/handouts assigned. Calendar given at the end of this syllabus indicates the scheduled discussions and related topics. Come prepared with the necessary rough drafts or home work after completing the assigned readings for that day. You are encouraged to stay update with readings to make the best use of class discussions and thus, enhance your understanding of the subject.

You are advised to be aware of your own learning styles, working patterns, study methods, and plan accordingly. Allow plenty of time for completing the assignments; do not wait till the day/week before to start it. You can work ahead and submit them as and when they are completed. Critical thinking and creativity are embedded in each of the assignments; recognizing and trying multiple methods of learning will make the process more enjoyable and beneficial to you. I am committed to assisting you in this process.

Academic integrity

Plagiarism of any kind will **<u>NOT</u>** be allowed. Using others' work/ideas and improper citing/referencing will be viewed seriously. Copying and pasting from electronic or other sources is **<u>totally disallowed.</u>** Such incidences will result in a grade of zero on the assignment in question and/or failing grade in the course, and/or any necessary disciplinary action recommended by the Dean of Students. For further details on the

UWStout policies on academic dishonesty, please refer to the UWS 14.01 Statement of Principles at http://www.uwstout.edu/stusrv/dean/facstaff/chp14.shtml

Even when you cite accurately, remember to paraphrase carefully in your own words and provide complete reference. It is essential that you write your assignments using your original thoughts, ideas, and words. Without these, it means you are claiming those words or thoughts as your own, which is considered academic dishonesty. More details are found at Library Research Help section: http://www.uwstout.edu/lib/reference/citation.htm#plagiarism

Scholarly work

All assignments, including papers, projects, D2L posts etc. need to follow 5th edition of American Psychological Association (APA) manual. All submissions must be typed with 1-inch margins on all four sides, double-spaced; Times New Roman font, and with a font size 12. To seek help on writing style, grammar etc, you can go to UW-Stout Writing Lab http://www.uwstout.edu/aspire/WritingSupport.shtml

Copies of the manual can be found in the library reference section and also online at www.apastyle.org. Wherever necessary, use of peer-reviewed and scholarly journal articles is required. Books may also be used sparingly (mostly classics and original works). Help on articles, databases, research tips, can be found on library distance learning pages and on-site with any reference section staff.

You are encouraged to study the question fully and present a complete understanding of the chapter/topic/subject/issue under review. Partial responses or incomplete assignments or drafts pending revisions, etc., will only receive partial credit or no credit depending on the appropriateness of the answers/ responses/ projects/ posts suitable to the question on hand.

Professional outlook and behavior

You are required to show professional approach in use of language, attitudes, D2L posts, assignments, presentations, projects and during class participations. Your personal demeanor and expression must display professional outlook, behavior, and conduct. Please beware that classrooms are places for learning and growing hence, each one of you is required to avoid any/all kinds of disrespect or misconduct.

Use of gadgets

Laptops will be strictly used only for class/course purposes. You cannot use them for other casual browsing, emailing, messaging, shopping, gaming, and doing other homework, etc. during class time. Such activities will not only reduce/dilute your attention on the class discussions, but also cause distraction to other students. This damages and deteriorates the learning environment in the class. You are expected to be accountable in this regard and hence operate accordingly. Any violations of this policy will be regarded as classroom misconduct and will be subject to the guidelines of the Dean of Students.

Use of cell phones/PDA/headphones or other electronic equipment for personal use is not acceptable. Beepers and messaging machines need to be turned-off (or set to silent mode) prior to entering the classroom. Electronic dictionaries will be permitted if necessary.

Participation in class

Like I said in the introduction, participation by all students is both essential and valued in order to create an active learning community. This course will be conducted based on a group-learning model. Each one of you is expected to demonstrate professional attitudes and behaviors during class meetings and while working on cooperative learning projects. Remember that each one of you will be directly and indirectly influencing others' learning. I strongly encourage you to be alert and fine-tune your mindset to this style.

Contacting the Instructor

The best method to reach me is via email. I am more likely to respond faster (within 24 hours) this way than any other. You are advised to keep you UW-Stout ID current/valid. Checking UW-Stout email and D2L site regularly is strongly recommended. In case of emergencies, you may call me at my office. You may also contact me during office hours (or by appointment on other days/times) in HMEC 143.

E. RESOURCES FOR STUDENTS:

Learn@UW-Stout

The course materials will be uploaded into D2L (Desire2Learn). The course syllabus, PowerPoint files, and other handouts will be available online. You are encouraged to check this space regularly as the course materials will be updated regularly including and any changes in assignments or reminders. Use your UW-Stout User ID to login. Assistance in this regard can be provided by the Learning Technology Services at http://www.uwstout.edu/lts/webid/learn/what_is_learn.shtml or http://www.uwstout.edu/lts/help/learn_student/index.htm

Help Desk

For any technical help, you may contact the ASK5000 Stout Helpdesk at http://tis.uwstout.edu/hd/ or at 715-232-5000. Additional student resources are available at http://www.uwstout.edu/lts/webid/studenthelp.shtml

APA Style of Writing

High quality writing in all assignments is required for evaluation. You are strongly encouraged to seek help from the Writing Center for editing and formatting needs. You can call 715-232-5284 for making an appointment. Further details about the center can be found at http://www.uwstout.edu/cas/english/writing.shtml. You must get acquainted with the APA style of writing and citing references. More details will be discussed in class and further information is available in the manual and online at http://www.apastyle.org

UW-Stout Library Help

For those of you who are not familiar with UW-Stout library system and electronic databases, it is recommended that you attend the library tour and orientation. Please check the UW-Stout library website http://www.uwstout.edu/lib/ for scheduling. Reference help can be sought from the Ask a Librarian link or by calling them at 715-232-1353.

ADA Compliance

UW-Stout is committed to provide necessary accommodations for qualified students with disabilities, as required by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. If you need any kind of accommodation under the terms of the above-referred Acts, please contact the campus Disability Services (206 Bowman Hall or call 715-232-2995) in timely manner to receive appropriate support. Provide related requests to the Instructors on or before 12th class day.

Weather Check

In case of any kind of inclement weather conditions, please check the UW-Stout website or general switch board at 715-232-2222. Also, check the local news on radio and television. As soon as I learn about the University closing, I will send out an emergency email and post an announcement in D2L. You are advised to check any/all of these sources before driving to campus.

Drop/Refunds

As soon as it becomes obvious to you that the assignments will not be completed by the mentioned due dates or you realize that the requirements are beyond your ability and scope, you can plan to drop or withdraw from the course(s). Please check with the Registrar for deadlines for dropping the course to get maximum possible tuition refund.

F. OVERALL CLASS EXPECTATIONS:

What can you expect from me?

You will notice my passion for the subject, innovative teaching methods, diverse and global perspectives, positive stance, awareness of complexities and nuances of course objectives, high standards with regards to requirements and expectations, fairness, integrity, confidentiality, scholarly outlook and professionalism. I also assure you to bring the update information on the topics and stay open for wide-ranging discussions and viewpoints.

What do I expect from you?

Punctuality, team-work, respect and concern toward every member in the classroom, integrity, true enthusiasm for learning, willingness to probe; leaping beyond the textbook content, think critically instead of just memorization of facts, flexibility of thought/expression, scholarly attitude, pleasant and cheerful classroom environment.

Looking forward to a mutually rewarding semester ahead!

G. COURSE EVALUATION/GRADING SCHEME:

I Testing and Quizzing	
a. Syllabus Quiz	3 points
b. APA Quiz	10 points
c. Exams (5)	100 points
II Observation and Interpretation	
a. Infant-Toddler Observation	25 points
b. Early Childhood Observation	25 points
III Critical Thinking and Creativity	
a. Research Focus	25 points
b. Concept Maps	30 points
c. Q-R-C-T	84 points
d. Reflection Journal	16 points
e. Developmental Project	22 points
Total	**340 points**

Grades are computed according to the following distribution of percentages.

Grade		Percentage
A	=	93 – 100%
A-	=	90 – 92%
B+	=	87 - 89%
B	=	83 – 86%
B-	=	80 – 82%
C+	=	77 – 79%
C	=	73 – 76%
C-	=	70 – 72%
D+	=	67 – 69%
D	=	63 – 66%
D-	=	60 – 62%
F	≤	0 – 59%

Important: You are advised to continuously check and evaluate your performance in the course and take necessary steps to improve their grades. Grades will be regularly posted in D2L grade book. Individual appointments can be made with me seeking help and suggestions regarding your performance. You can access final grades via Access Stout.

H. List of Databases and Journals:

A sample list of related and relevant journals/databases is given below. This list will help you find appropriate research articles that you will use during Friday Research Focus and also while writing Observation Reports.

- EbscoHost Including full-text articles from a number of periodicals.
- Academic Search
- AltHealth Watch
- ERIC (some full text ERIC documents)
- Family and Society Studies Worldwide
- Health Source Consumer
- Health Source Nursing/Academic
- Masterfile
- PsycArticles
- PsycInfo
- FirstSearch: CWI (Contemporary Women's Issues)
- JStor Full-text social science periodicals
- Proquest: GenderWatch
- Web of Science: Social Science Citation Index
- WilsonWeb
- Education Full Text
- ERIC
- OmniFile
- Social Sciences Full Text

Further details about the Subject Guides: http://libguides.uwstout.edu/human_dev A sample (not an exhaustive) list of Journals/Periodicals related to child and human development:

- Aging and Mental Health
- American Journal of Public Health
- American Psychologist
- BMC pregnancy and childbirth
- Brain
- British Journal of Developmental Psychology
- Child Abuse and Neglect
- Child Abuse Review
- Child and Adolescent Psychiatry and mental Health
- Child and Adolescent Social Work Journal
- Child and Family Behavior Therapy
- Child and Family Social Work
- Child and Youth Services
- Child Care, Health, and Development
- Child Development
- Child Development
- Child Life
- Child Psychiatry and Human Development
- Child Study Journal
- Child Trends
- Child Welfare
- Childhood Education
- Childhoods Today
- Children and Society
- Children Now
- Clinical Child and Family Psychology Review
- Clinical Child Psychology and Psychiatry
- Cognitive Development
- Contemporary Issues in Early Childhood

- Criminal Behavior and Mental Health
- Development and Psychology
- Development and Psychopathology
- Developmental Disabilities Bulletin
- Developmental Neuropsychology
- Developmental Psychology
- Developmental Review
- Developmental Science
- Early Child Development and Care
- Early Childhood Education Journal
- Early Childhood Research and Practice
- Early Childhood Research Quarterly
- Early Childhood Years
- Early Development and Parenting
- Early Education and Development
- Early Human Development
- Exceptional Children
- Families in Society
- Family Advocate
- Family Process
- Family Relations
- Family Science Review
- Future of Children
- Genetic Epistemologist
- Harvard Educational Review
- Harvard Family Research Project
- Human Development
- Human Reproduction
- Identity
- Infancy
- Infant and Child Development Journal
- Infant Behavior and Development
- Infant Mental Health Journal
- Infants and Young Children
- International Journal of Behavioral Development
- International Journal of Childbirth Education
- International Journal of Children's Rights
- International Journal of Disability, Development, and Education
- International Journal of Obesity
- Issues in Ethics
- Journal of Abnormal Child Psychology
- Journal of Adolescence
- Journal of Adolescent Research
- Journal of Attention Disorders
- Journal of Autism & Developmental Disorders
- Journal of Child and Family Studies
- Journal of Child Custody
- Journal of Child Language
- Journal of Child Psychology and Psychiatry
- Journal of Child Sexual Abuse
- Journal of Children and Poverty
- Journal of Clinical Child Psychology
- Journal of Cognition and Development
- Journal of Developmental & Behavioral Pediatrics
- Journal of Developmental & Physical Disabilities
- Journal of Early Adolescence
- Journal of Educational Psychology
- Journal of Experimental Child Psychology
- Journal of Family Issues

- Journal of Family Psychology
- Journal of Family Violence
- Journal of Human Development
- Journal of Intellectual and Developmental Disabilities
- Journal of Learning Disabilities
- Journal of Marriage and Family
- Journal of Pediatric Child Health
- Journal of Pediatric Psychology
- Journal of Prenatal & Perinatal Psychology and Health
- Journal of Reproductive and Infant Psychology
- Journal of Research in Childhood Education
- Journal of Research on Adolescence
- Journal of the American Academy of Child Psychiatry
- Journal of Youth and Adolescence
- Journal on Developmental Disabilities
- Learning Disabilities Research and Practice
- Maternal and Child Health Journal
- Measurement and Evaluation in Counseling and Development
- Mental Retardation
- Mental Retardation and Developmental Disabilities Research Reviews
- Monographs of the Society for Research in Child Development
- New Directions for Child Development
- Pediatric Research
- Pediatrics
- Pre- & Perinatal Psychology Journal
- Psychological Bulletin
- Psychology & Aging
- PsycSCAN: Developmental Psychology
- PsycSCAN: Learning Disorders and Mental Retardation
- Research on Language and Social Interaction
- School Psychology Review
- Social Development
- Society for Research in Child Development
- Teaching Exceptional Children
- The Journal of Early Adolescence
- Young Children

I. Empirical/Research-based Scholarly Journal Articles:

Several research articles and empirical studies will be included as relevant and appropriate during the semester. A sample list of such research-based articles is given below (ps: The references are not double-spaced to save resources). You are required to review them in timely manner and come prepared for the class discussions.

Bos, H. M. W., van Balen, F., & van den Boom, D. C. (2007). Child adjustment and parenting in planned lesbian-parent families. *American Journal of Orthopsychiatry, 77,* 38-48.

Campbell, R., Greeson, M. R., Bybee, D., & Raja, S. (2008). The co-occurrence of childhood sexual abuse, adult sexual assault, intimate partner violence, and sexual harassment: A mediational model of posttraumatic stress disorder and physical health outcomes. *Journal of Consulting and Clinical Psychology, 76,* 194-207.

Carlson, L., & Tanner, J. Jr., (2006). Understanding parental beliefs and attitudes about children's sexual behavior: insights from parental style. *The Journal of Consumer Affairs, 40,* 144-162.

Chandra, A., Martino, S., Collins, R., Elliott, M., Berry, S., Kanouse, D., & Miu, A. (2008). Does watching sex on television predict teen pregnancy? *Pediatrics, 122,* 1047-1054.

Comboy, B. T., Sommerville, J. A., & Kuhl, P. K. (2008). Cognitive control factors in speech perception at 11 months. *Developmental Psychology, 44*, 1505-1512.

Day, N. L., Goldschmidt, L., & Thomas, C. A. (2006). Prenatal marijuana exposure contributes to the prediction of marijuana use at age 14. *Addiction, 101*, 1313-1322.

Doss, J. R., Vesely, S. K., Oman, R. F., Aspy, C. B., Tolma, E., Rodine, S., & Marshall, L. (2007). A matched case-control study: Investigating the relationship between youth assets and sexual intercourse among 13- to 14-year-olds. *Child: Care, Health and Development, 33,* 40-44.

Ge, X., Jin, R., Natsuaki, M., Giddons, F., Brody, G., Cutrona, C., & Simons, R. (2006). Pubertal maturation and early substance use risks among African American children. *Psychology of Addictive Behaviors, 20*(4), 404-414.

Greenfield, P., & Yan, Z. (2006). Children, adolescents, and the internet: A new field of inquiry in developmental psychology. *Developmental Psychology, 42,* 391-394.

Hardy, L. T. (2007) Attachment theory and reactive attachment disorder: Theoretical perspectives and treatment implications. *Journal of Child and Adolescent Psychiatric Nursing, 20*(1), 27-39.

Henrich, C. C. (2006). Context in action: Implications for the study of children and adolescents. *Journal of Clinical Psychology, 62*(9), 1083-1096.

Hernandez, A., Li, P., & MacWhinney, B. (2005). The emergence of competing modules in bilingualism. *Trends in Cognitive Science, 9, 220-225.*

Hudley C., & Novac, A. (2007). Environmental influences, the developing brain, and aggressive behavior. *Theory Into Practice, 46,* 121-129.

Hughes, S., & Gore, A. (2007). How the brain controls puberty, and implications for sex and ethnic differences. *Family & Community Health*, *30*(1), S112-S114. Retrieved December 8, 2008, from CINAHL Plus database.

Jaffari-Bimmel, N., Juffer, F., van Ijzendoorn, M., Bakermans-Kranenburg, M., & Mooijaart, A. (2006). Social development from infancy to adolescence: Longitudinal and concurrent factors in an adoption sample. *Developmental Psychology, 42,* 1143-1153.

Kim, J., McHale, S. M., Osgood, D. W., & Crouter, A. C. (2006). Longitudinal course and family correlates of sibling relationships from childhood through adolescence. *Child Development, 77*(6), 1746-1761.

Kinlaw, C. R., & Kurtz-Costes, B. (2007). Children's theories of intelligence: Beliefs, goals, and motivation in the elementary years. *Journal of General Psychology, 134,* 295-311.

Kohler, P., Manhart, L., & Lafferty, W. (2008). Abstinence-only and comprehensive sex education and the initiation of sexual activity and teen pregnancy. *Journal of Adolescent Health, 42,* 344-351.

Kramer, L., & Kowal, A. K. (2005). Sibling relationship quality from birth to adolescence: The enduring contributions of friends. *Journal of Family Psychology, 19*(4), 503-511.

Lehr, S.T., Demi, A. S., Dilorio, C., & Facteau, J. (2005). Predictors of father-son communication about sexuality. *The Journal of Sex Research, 42,* 119-129.

Machtinger, H. (2007). What do we know about high poverty schools? Summary of the high poverty schools conference at UNC-Chapel Hill. *High School Journal*, *90*(3), 1-8. Retrieved December 11, 2008, from Academic Search Elite database.

Manning, M. (2006). Families learn together: Reconceptualizing linguistic diversity as a resource. *Early Childhood Education Journal, 33, 443-446.*

Marshal, M. P., & Molina, B. S. G. (2006). Antisocial behaviors moderate the deviant peer pathway to substance use in children with ADHD. *Journal of Clinical Child and Adolescent Psychology, 35,* 216-226.

Masten, A. S., Faden, V. B., Zucker, R. A., & Spear, L. P. (2008). Underage drinking: A developmental framework. *Pediatrics, 121,* S235-S251.

McGue, M., & Lacono, W. S. (2008). The adolescent origins of substance use disorders. *International Journal of Methods in Psychiatric Research, 17*, 30-38.

McHale, S. M., Whiteman, S. D., Kim, J., & Crouter, A. C. (2007). Characteristics and correlates of sibling relationships in two-parent African American families. *Journal of Family Psychology,* 21, 227-235.

Meissner, W. W. (2008). The role of language in the development of the self II: Thoughts and words. *Psychoanalytic Psychology, 25*, 220-241.

Minnis, H., Marwick, H., Arthur, J., & McLaughlin, A. (2006). Reactive attachment disorder: A theoretical model beyond attachment. *European Child Adolescent Psychiatry, 15,* 336-342.

Muris, P. (2006). Freud was right…about the origin of abnormal behavior. *Journal of Child and Family Studies, 15*(1), 1-12.

Palmgreen, P., Lorch, E. P., Stephenson, M. T., Hoyle, R. H., & Donohew, L. (2007). Effects of the office of national drug control policy's marijuana initiative campaign on high-sensation seeking adolescents. *American Journal of Public Health, 97,* 1644-1649.

Peens, A., Pienaar, A., & Nienaber, A. (2008). The effect of different intervention programmes on the self-concept and motor proficiency of 7- to 9-year-old children with DCD. *Child: Care, Health & Development*, *34*(3), 316-328.

Pike, A., Coldwell, J., & Dunn, J. (2005). Sibling relationships in early/middle childhood: Links with individual adjustment. *Journal of Family Psychology, 19*(4), 533-541.

Raneri, L. G., & Wiemann, C. M. (2007). Social ecological predictors of repeat Adolescent pregnancy. *Perspectives on Sexual and Reproductive Health, 39*(1), 39-47.

Rishel, C., Sales, E., & Koeske, G. F. (2005). Relationships with non-parental adults and child behavior. *Child and Adolescent Social Work Journal, 22,* 19-34.

Rouyer, V., Frascarolo, F., Gaudron, C., & Lavanchy, C. (2007). Fathers of girls, fathers of boys: Influence of child's gender on fathers' experience of, engagement in, and representation of paternity. *Swiss Journal of Psychology, 66,* 225-233.

Sinha, G. (2005). Training the brain: Cognitive therapy as an alternative to ADHD drugs. *Scientific American*, *293*(1), 22-23. Retrieved November 11, 2008, from CINAHL Plus database.

Skau, L., & Cascella, P. W. (2006). Using assistive technology to foster speech and language skills at home and in preschool. *Teaching Exceptional Children, 38,* 12-17.

Smetana, J., & Gettman, D. (2006). Autonomy and relatedness with parents and romantic development in African American adolescents. *Developmental Psychology*, *42*(6), 1347-1351. Retrieved December 8, 2008, doi:10.1037/0012-1649.42.6.1347

Spinrad, T., Eisenberg, N., Cumberland, A., Fabes, R., Valiente, C., Shepard, S., Reiser, M., Losoya, S., & Guthrie, I. (2006). Relation of emotion-related regulation to children's social competence: A longitudinal study. *Emotion, 6,* 498-510.

Thapar, A., van den Bree, M., Fowler, T., Langley, K., & Whittinger, N. (2006). Predictors of antisocial behavior in children with attention deficit hyperactivity disorder. *European Child & Adolescent Psychiatry, 15,* 118-125.

Thomas, C. L., & Dimitrov, D. M. (2007). Effects of teen pregnancy prevention program on teens' attitudes toward sexuality: A latent trait modeling approach. *Developmental Psychology, 43*(1), 173-185.

Ulutas, I., & Omeroglu, E. (2007). The effects of an emotional intelligence education program on the emotional intelligence of children. *Social Behavior and Personality, 35,* 1365-1372.

Vansteenkiste, M., Simons, J., Lens, W., Soenens, B., & Matos, L. (2005). Examining the motivational impact of intrinsic versus extrinsic goal framing and autonomy-supportive versus internally controlling communication style on early adolescents' academic achievement. *Child Development, 76*, 483-501.

Waldinger, R. J., Vaillant, G. E., & Orav, E. J. (2007). Childhood sibling relationships as a predictor of major depression in adulthood: A 30-year prospective study. *American Journal of Psychiatry, 164*(6), 949-954.

Ward, L. M. (2005). Children, adolescents, and the media: The molding of minds, bodies, and deeds. *New Directions for Child and Adolescent Development, 109,* 63-71.

Waschbusch, D. A., & King, S. (2006). Should sex-specific norms be used to assess attention-deficit/hyperactivity disorder or oppositional defiant disorder? *Journal of Consulting and Clinical Psychology, 74,* 179-185.

Wyckoff, S. C., et al. (2008). Patterns of sexuality communication between preadolescents and their mothers and fathers. *Journal of Child and Family Studies, 17, 649-662.*

J. Professional Sites & Organizations:

To familiarize yourself with the recent and current developments in the area of early childhood, research reports and news become essential. A sample list of such sources that continuously work in this subject area are given below; several others will be listed under LINKS tab in D2L.

- Administrations for Children & Families
- American Academy of Pediatrics
- American Obesity Association
- American Psychological Association
- American Speech-Language-Hearing Association
- AutismSpeaks
- Center for Law and Social Policy
- Centers for Disease Control and Prevention
- Child and Family WebGuide
- Child Trends Data Bank
- Child Welfare Information Gateway
- Child Welfare League of America
- Children and Adults with Attention Deficit/Hyperactive Disorder
- Future of Children
- Harvard Family Research Project
- Harvard Project Zero
- Informed Parent From the Pediatric Medical Center, California
- Journal of Extension
- La Leche League International
- Learning Disabilities Association of America
- Literary Mama
- Love and Logic
- March of Dimes
- Medline Plus
- MyPyramid
- National Academy for Child Development

- National Association for Education of Young Children
- National Center for Children in Poverty
- National Center for Health Statistics
- National Fatherhood Initiative
- National Institute of Child Health and Human Development
- National Institutes of Health
- National Network for Child Care
- National Sleep Foundation
- Parent News
- Peristats
- Society for Research in Child Development
- Talaris Institute
- Teratology Society
- The Brazelton Institute
- The Endowment for Human Development
- U.S. Census Bureau
- U.S. Department of Health & Human Services (sponsored)
- UNICEF
- WebMD
- Working Mother
- World Health Organization
- Zero To Three

Course Calendar for HDFS 124 – 001 & 002 Spring 2009

Week	Day/Date	Topic	Readings/Submissions
1	Fri, Jan 23	Overview of the course policies/syllabus/assignments	**Syllabus Quiz**
2	Mon, Jan 26	APA Writing Style & Plagiarism	
	Wed, Jan 28	Chapter 1 Histories, Theories, and Methods	
	Fri, Jan 30		**APA Exam; Concept Map 1 (Self-Portrait)**
3	Mon, Feb 2		
	Wed, Feb 4	Chapter 2 Heredity and Conception	
	Fri, Feb 6		**Exam 1; Concept Map 2**
4	Mon, Feb 9	Chapter 3 Prenatal Development	
	Wed, Feb 11		
	Fri, Feb 13	**No class**	**Research Focus 1**
5	Mon, Feb 16	Chapter 4 Birth and the Newborn Baby	
	Wed, Feb 18		
	Fri, Feb 20		**Concept Map 3**
6	Mon, Feb 23	Chapter 5 Infancy: Physical Development	
	Wed, Feb 25		
	Fri, Feb 27		**Exam 2; Research Focus 2**
7	Mon, Mar 2	Chapter 6 Infancy: Cognitive Development	
	Wed, Mar 4		
	Fri, Mar 6		**Concept Map 4; Outline**
8	Mon, Mar 9	Chapter 7 Infancy: Social and Emotional Development	
	Wed, Mar 11		
	Fri, Mar 13		**Research Focus 3**

Week	Day/Date	Topic	Readings/Submissions
**Spring Break March 14 – 22 No classes**		
9	Mon, Mar 23	Chapter 8 Early Childhood: Physical Development	
	Wed, Mar 25		
	Fri, Mar 27		**Exam 3; Concept Map 5; Observation report-1**
10	Mon, Mar 30	Chapter 9 Early Childhood: Cognitive Development	
	Wed, April 1		
	Fri, April 3		**Research Focus 4**
11	Mon, April 6	Chapter 10 Early Childhood: Social and Emotional Development	
	Wed, April 8		
**Spring Holiday April 10 – 13 No Classes**		
12	Wed, April 15	Middle Childhood: Chapter 11 Physical Development Chapter 12 Cognitive Development Chapter 13 Social and Emotional Development	
	Fri, April 17		**Exam 4; Concept Map 6; Observation report-2**
13	Mon, April 20		
	Wed, April 22		
	Fri, April 24	**No class**	**Research Focus 5**
14	Mon, April 27	Developmental Projects: Presentations	**Day 1**
	Wed, April 29		**Day 2**
	Fri, May 1		**Day 3**
15	Mon, May 4		**Day 4**
	Wed, May 6		**Day 5**
	Fri, May 8	Closing Procedures and Final Course Review	**Journal Reflection**
16	Tue, May 12	**8:00 noon – 9:50 pm**	**Exam 5**

In-class activities, video clips, and guest-speakers will be included as appropriate and feasible.
The Instructor has the final authority to change any part of the syllabus for any unforeseen reasons.