Course Goals
This course has three main goals: (1) to examine physical, cognitive, and social/emotional development from conception through infancy, toddlerhood, early and middle childhood with an emphasis on the scientific and theoretical bases of developmental psychology; (2) to show the relevance of the topics covered to real life issues such as parenting and social policy, and examine how various environmental characteristics and contexts impact infant and child development; and (3) to help students develop written communication and critical thinking skills to appraise developmental research as a science and as presented in various public media forums. It is hoped that students leave this course with more than a list of facts of the what and when of developmental psychology, but with an understanding of the how and why of the processes underlying development and an appreciation for the role that the study of child development plays in our everyday lives.

Required Textbook (available in the Haverford College bookstore):
Additional supplemental readings (designated as "Article" below) will be available on Moodle.

Assignments and Grading

(1) **Attendance and Contribution** (10%)  
Students are expected to attend and participate in all class discussions. Preparation for class discussion depends on completing the assigned readings. Completing the readings prior to class will enable each student to more fully understand, appreciate, and participate in class discussions. Your class participation will be graded on the extent to which it reflects familiarity with and critical thinking about the readings and issues at hand. I reserve the right to verify attendance verbally or by sign-in sheet. In the event of excused absences (up to 4) with appropriate documentation, it is your responsibility to obtain any class notes or other course material missed. If you will be absent due to religious holiday(s) or other planned events, you should notify me in writing (by e-mail) prior to the date. It is also your responsibility to speak with me to make arrangements for missed examinations or graded assignments. Make-up work for unexcused absences will not be offered.

(2) **Exams** (60%)  
There will be 3 take-home exams in total (2 during the semester and 1 final exam). The exams will be closed-book and self-scheduled within the timeframe provided. Details regarding content, format and grading of exams will be provided in class. The first two exams are worth 18% of your final grade each and the final exam will be worth 24% of your final course grade (for a total of 60%).

(3) **Critical Reflection Papers** (15%)  
During the course of the semester, you will write two critical reflection papers. These are short (2 to 3 double-spaced pages) reactions to two of the additional readings assigned, at least one from the first five options (see “Articles” on timeline). **You will select the readings/weeks in advance** and sign up during the beginning of the semester. During class on the date listed, you will help guide discussion. These papers will help to organize your thoughts and facilitate group discussions around common points of interest, confusion, or concern. Within
these guidelines, you may choose which readings to write about, but you are still responsible for all readings. The papers should not be a summary of the readings. Instead, they should outline points in the readings which you find particularly interesting, strong, weak, unclear, or unethical; in particular, you may outline points in the methodology discussed in the readings and your thoughts and questions about the strength of the evidence presented, and directions for evaluation or future research suggested by the readings. You may choose to consider the practice or policy implications of the readings. You may choose to develop an overarching prospective to integrate the different readings or tie them to the textbook and class materials. You might also compare and contrast the readings and relate them to other material you have studied in this class or another class. You may also relate the readings to material you have encountered in the media, if done carefully and critically. Critical reflection papers must be carefully written and must display a clear effort on your part to understand, critique, and synthesize the material. Papers must be handed in during class on the due dates listed. Because they are meant in part to help you guide group discussions which will take place on the days they are due, late papers will NOT be accepted.

(4) Naturalistic Observation Paper (15%) Due Date: December 4

Find a setting in which you can unobtrusively observe children (of any age that interests you up through middle childhood) interacting with each other or with their families for approximately 30 minutes in total. Possible settings include school or child care classrooms, playgrounds, fast food restaurants, skating rinks, or even at home with siblings or friends. (Be sure to ask permission when appropriate; we will discuss this in class.)

1. First, simply observe one child or a group of children for 15 minutes and write everything that happens with regard to their behavior, with as much detail and as little interpretation as possible.
2. For the second 15 minutes, choose one aspect of the child's behavior (motor movements, social interactions, language, disciplinary episodes, play, etc.) and record that behavior only. Be systematic and limit what you record, perhaps by tallying how often particular behaviors occur.
3. Write 4-6 pages describing and reflecting on what you observed during the two 15 minute episodes. Include in your description the age and gender of the child, the setting, and information about whom else is present. Relate your observation to the appropriate developmental period as discussed in class, in class readings, and in other relevant research. Generally, better grades on this paper are obtained by those students who go beyond the assigned readings for this course in citing materials for their papers (e.g., using PsycInfo). Include a final paragraph on what your observations suggest an interesting question or topic of inquiry would be for a more comprehensive study. Please hand in your "field notes" stapled to your 4-6 page summary paper.

Note: All written papers must be type-written, double-spaced pages using 12-point Times New Roman font with 1” margins and in APA style. Papers must be handed in during class on the due dates listed. Late assignments will be docked one-half letter grade for each day late.

Course Grades: For fairness, all students are expected to complete course requirements according to the syllabus. Make-up work or extra credit assignments are not offered except in rare circumstances. Should problems arise, they are best addressed sooner rather than later by speaking with me. Your final grade will be determined by your performance on the following course requirements and my overall impression of your participation in the course. First, your points will be totaled and an initial grade will be determined (94-100% = 4.0; 90-93% = 3.7; 87-89% = 3.3; 83-86% = 3.0; 80-82% = 2.7; 77-79% = 2.3; 73-76% = 2.0; 70-72% = 1.7; 67-69% = 1.3; 63-66% = 1.0; 60-62% = .7; 59% or below is a failing grade). Second, I will evaluate this initial grade in the context of my impression of your participation, including attendance patterns, in class participation and attitude, effort put forth, and whether or not your performance displays a pattern of improvement. Depending on my assessment of these factors, I may adjust your grade one step upward or downward. Participation factors may be especially influential when your point total is on the border between two grade levels. Students who complete all assignments on time and have good participation and attendance will not miss a letter grade by less than 1 percentage point.
Students with Disabilities
Haverford College is committed to supporting the learning process for all students. Please contact me as soon as possible if you are having difficulties in the course. There are also many resources on campus available to you as a student, including the Office of Academic Resources (https://www.haverford.edu/oar/) and the Office of Access and Disabilities Services (https://www.haverford.edu/ads/). If you think you may need accommodations because of a disability, please contact Sherrie Borowsky, Coordinator of Accommodations, Office of Access and Disability Services at hc-ads@haverford.edu. If you have already been approved to receive academic accommodations and would like to request accommodations in this course because of a disability, please meet with me privately at the beginning of the semester (within the first two weeks if possible) with your verification letter.

Honor Code, Academic Integrity and Discipline
Students are held to the standards of responsibility, accountability, and academic integrity according to the Honor Code (http://honorcouncil.haverford.edu/the-code/). Academic integrity will be strictly enforced in this course. The responsibilities of both parts of the Honor Code, academic and social, are core sets of values that we as a community agree to uphold, as discussed here: https://blogs.haverford.edu/firstyear/2017/05/30/the-honor-code/)

Class Policies, Rules of Etiquette, and Miscellaneous Comments
• In class, respect is a necessary ingredient for a successful experience. Please turn off all sound from cell phones and other electronic devices. During discussion, please always be mindful that everyone participates, divergent views are welcome, and interruption is not conducive to a good discussion.
• This syllabus may be revised as needed to ensure the educational quality and fairness of the course. If changes are made, a revised syllabus will be provided.
• It is my hope that everyone visits me during office hours at least once during the semester.

Timeline of Topics and Assigned Readings
Note: The list below is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic:</th>
<th>Readings:</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>9/6</td>
<td>Introduction and Orientation to the Course</td>
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<tr>
<td>9/11</td>
<td>Exploring Child Development</td>
<td>Ch. 1</td>
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<td>9/18</td>
<td>Heredity and the Environment</td>
<td>Ch. 2</td>
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<tr>
<td>9/25</td>
<td>Heredity and the Environment; Prenatal Development</td>
<td>Ch. 2 cont. Ch. 3</td>
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<tr>
<td>9/27</td>
<td>Prenatal Development</td>
<td>Ch. 3</td>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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| 10/2     | Prenatal Development                                       | Ch. 3 cont.  
| 10/4     | Physical Development in Infants and Toddlers               | Ch. 4 pgs. 113-122  
Ch. 7 pgs. 214-218  
Articles:  
UCLA Ctr. for Healthier Children, Families and Communities, CA Policy Research Ctr., Univ. of CA  
Distribute take-home exam #1; exam due by 11:15 am on 10/11 |
| 10/9     | (Exam 1)                                                   | NO CLASS MEETING                                                                                                                                                                                      | (Exam 1)                                                                                         |
| 10/11    | Physical Development in Infants and Toddlers               | Ch. 4 pgs. 123-142  
| 10/16-20 | NO MEETINGS – Fall Break                                   |                                                                                                                                           |                                                                                                  |
| 10/25    | Cognitive Development in Infants and Toddlers              | Ch. 5                                                                                                                                     |                                                                                                  |
| 10/30    | Cognitive Development in Infancy                           | Ch. 5 cont.  
| 11/1     | Cognitive Development in Infancy; Socioemotional           | Ch. 5 cont.  
Ch. 6                                                                                                                                   |                                                                                                  |
|          | Development in Infancy                                    |                                                                                                                                           |                                                                                                  |
| 11/6     | Socioemotional Development in Infants and Toddlers         | Ch. 6 cont.                                                                                                                               |                                                                                                  |
| 11/8     | Socioemotional Development in Infants and Toddlers         | Ch. 6 cont.  
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<tr>
<td>11/13</td>
<td>Physical Development in Early Childhood</td>
<td>Ch. 7</td>
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<tr>
<td>11/15</td>
<td>Cognitive Development in Early Childhood</td>
<td>Ch. 8</td>
<td></td>
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| 11/20   | Cognitive Development in Early Childhood      | Ch. 8  
| 11/22   | (Exam 2)                                      | NO CLASS MEETING               | (Exam 2)                         |
|         |                                               | (11/23 - Thanksgiving)         |                                  |
| 11/27   | Socioemotional Development in Early Childhood | Ch. 9                          |                                  |
| 11/29   | Socioemotional Development in Early Childhood; Physical Development in Middle Childhood | Ch. 9 cont.  
| 12/4    | Physical Development in Middle Childhood      | Ch. 10 cont.  
Observation Paper Due |
| 12/6    | Cognitive Development in Middle Childhood     | Ch. 11  
| 12/11   | Socioemotional Development in Middle Childhood | Ch. 12  
| 12/13   | Socioemotional Development in Middle Childhood | Ch. 12 cont.  | The final exam is self-scheduled through the registrars |