**Psychology 329**  
**Developmental Psychology: Infancy and Childhood**

**Professor:** Dr. Marsha Walton  
121 Clough

**Office hours:**  
Mondays 10:00-12:00 drop-in (no appointments)  
Wednesdays and Fridays by appointment

**Seminars:**  
Tuesdays and Thursdays 12:30 – 1:45

**Service Learning Fellow:** Jenny Hansen  
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**Course Objectives**

**Knowledge Objectives:** You will be expected to become familiar with current theoretical issues and with research data concerning the development of infants and children. These will be applied to practical problems of child welfare. We will critically examine the potential for scientific theory and research to contribute to our efforts to create social and physical environments that facilitate human development. Each week students will identify factual knowledge and theoretical/conceptual understanding gleaned from course material.

**Personal Values/Commitment/Application Objectives:** It is my hope that this course will make us all more aware of the needs of children in our own communities, and of the extent to which those needs are not being met. Work in this course should make it clear how much needs to be done, and also how much difference it makes if we do even a little. I want you to leave the course with a recognition that we must all take responsibility for the welfare of the next generation, and with a sense of hopefulness and a belief that your efforts can make an important contribution. This course objective will be met as students apply course material to critical problem solving in areas of concern for the world’s children. Experiences in psychology 329 should help students examine their personal commitment to contributing to the developmental opportunities and wellbeing of children.

**Student Skills Objectives:** The assignments and the use of class time in this course focus on exercising and improving a set of skills used by professionals in developmental psychology and in many other related fields. Most notably, these will include:

- **Observation skills:** the ability to use the vocabulary and conceptual frameworks of the discipline to describe child behavior and the contexts in which children interact.
- **Application skills:** the ability to evaluate empirical evidence and assess its relevance to theoretical and applied problems.
- **Professional communication and collaboration skills:**
  - the ability to collaborate with others to synthesize research findings and health information both for healthcare professionals and for parents and children who use healthcare facilities;
  - the ability to contribute to conversations (in-person, and on-line) that encourage the thoughtful expression of different points of view and that deepen our mutual understanding of the material we cover.

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**Course Focus**

Although we always cover a standard body of research and theory about child development in psychology 329, each semester we select a different problem or issue pertaining to the welfare of children as a special course focus. This semester, we will focus our attention on children’s health and our healthcare systems. For each aspect of child development we study, we will consider how it might inform healthcare policy. Students will identify specific health matters of interest to them, and will attempt to apply what they learn in each section of the course to a better understanding of development in that area.

**Required Texts**
Course Requirements

Service Journals  (20 % of final grade)

You will be required to spend a minimum of 10 hours during the semester doing volunteer work with children - - at least an hour a week for ten weeks of the semester. We will participate in a variety of health-promoting programs in the Child Life area of the Hope and Healing Center. Hope and Healing is a facility that provides health care in Memphis to working families whose employment provides no medical coverage. The facility focuses on prevention, on identifying strengths and resources, and on holistic approaches to wellness.

You are encouraged to work with our service learning fellow, Jenny Hansen, to find a way to match your own talents and interests with the programs at Hope and Healing. She will also help coordinate scheduling and transportation needs. Jenny will check in with you and will be in regular communication with the staff at Hope and Healing over the course of the semester. If problems arise for you, she will be available to advise you and to help in seeking solutions. Please talk to her often. She is willing to discuss your journals with you and to make suggestions that may help you get more out of our service learning experience.

Entries in your journal should relate experiences at Hope and Healing to course readings, to in-class discussions, and to other material you collect relevant to this course. We will call on the experience of students in their service work in class discussions frequently. Journal entries should be made weekly (not all during the week before they are due), and students must indicate both the date of the site visit, and the date of writing each journal entry.

The first part of the journals will be turned in at midterm, and at that time students should have completed four or five of the ten entries. Late journals will be penalized one letter grade. At the end of the term, the entire journal must be turned in, including the entries that were graded at midterm. For the final journal, there will be an accumulating late penalty of one-half letter grade per day, accruing at 5 p.m. each day.

I will evaluate service journals according to three criteria:

• quality and insightfulness of the descriptive observations of child behavior.
• appropriate use of course concepts, vocabulary, and research to explain and elaborate on observations
• quality of critical analysis of the problems faced at Hope and Healing, and your ability to relate those problems to ongoing national discussions about healthcare policy and to other relevant social policy issues.

Entries must be printed in good, dark ink, according to specifications below.¹ Before turning in the journals, both at midterm, and at the end of the term, students should select their best example of descriptive observation (label DO), their best use of course concepts (label CC), and their best discussion of relevant social policy (label SP). These

¹ All work in this course must be typed, double spaced, in a font no smaller than Times New Roman 14. (This syllabus is in font size 10, but this paragraph is size 14, and this is the smallest font I will read.) Any assignment turned in in smaller fonts will be returned and will suffer a late penalty.
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entries, designated by students as examples of their best work, will be given greater weight in the journal evaluation. If a journal is turned in that does not meet all the specifications, it will be returned to the student and will suffer the late penalty.

**Health and Healthcare Project (30% of final grade)**

Students will select an aspect of children’s health they find especially interesting (e.g., prenatal care, infant nutrition, childhood obesity, accidental injuries in childhood, violence against children, physical fitness and exercise, attention deficit/hyperactivity disorder – there are hundreds of possibilities). They will review research in the area they have chosen, being especially attentive to the following questions:

- What methods are used to assess the needs and to identify strengths and resources related to the concern, and how adequate are those assessment techniques?
- What programs are in place or are being developed that focus on prevention of the problem, and how well are they working?
- What programs are in place or are being developed that focus on intervention for families suffering from the problem, and how well are they working?
- How well is healthcare coordinated in this area, between services provided at home, at schools, by clinics, hospitals, churches and other community providers. How generally available is adequate care, and how many children are at risk because of lack of access to care?

What students learn in this research will be communicated in four ways.

- Each student will work in a team to produce a cluster of articles (each about a 1500-2000 word review addressing an aspect of the topic). These articles will be written in standard APA style, appropriate for an audience of professionals and service providers. Each student on the team will produce one article, but all team members will review and edit each article.
- Each team will collaborate to produce an executive summary (about 500 words), with a set of recommendations. This summary will be written to an audience of policy-makers, legislators, and healthcare administrators.
- Each team will collaborate to produce a handout of educational material appropriate for parents whose children might be affected by the problem. Students will prepare this with the Hope and Healing families in mind, and will try to produce material that may actually be usable in their health education programs.
- Each team will collaborate to design a lesson or educational program for use with children in the age range most affected by the problem. This will be designed to be used with children in the Child Life Area at Hope and Healing, and should be feasible to implement with the staff and resources they have.

Half of the assessment for the Healthcare Project (15% of final course grade) will be made individually, based on the student's individually-authored article and on teammates' assessment of collaborative participation. The other half of the assessment will be based on the quality of the executive summary (5%), the educational handout (5%), and the children's program proposal (5%).

**Reading Notes (20% of final grade)**

For readings assigned in the CCL text, students will turn in brief notes listing:

1. WHATs: Five items of information, things you KNOW, because of this reading. These should be any 5 facts you found especially important or interesting -- information you will want to remember.
2. WHYs or HOWs: Three concepts or idea you UNDERSTAND, because of this reading. These should be ways of thinking about or ways of explaining developmental phenomena you consider important.
3. WOWs or WOEs: Two things in this reading that made you FEEL (fascinated, intrigued, angry, sad, awed – anything in this reading that produced an emotional reaction for you).

For chapters assigned in the other three books, students will turn in three WHYs and two WOWs. (These books are not written to impart a lot of information, but rather to explain and persuade, and the chapters are a good bit shorter, so they will allow 5 points each.

Reading notes must be typed (according to footnote 1 specifications) and will be due at the beginning of each class.
session. Each will be worth 10 or 5 points. Students will generally get full credit for these as long as they include all of
the requested items, although I may ask for re-writes if items are unclear or if they show misunderstanding. Reading
Notes turned in later than the beginning of the class period for which the reading is assigned will receive only half the
points. (No late Reading Notes will be accepted after Reading Day.)

Students’ grade for this part of the course will be the total number of points accumulated, divided by two. Although
there are 280 possible points, you only need to accumulate 200 to get an A+ for this assignment. A student who did all
reading notes assignments, but turn all of them in late would earn 140 points, which would result in a grade of 70 (C-).
A student who accumulates two-thirds of the points (187) would get a 93 (187/2) which is the lowest A (a 92 is an A-).

The Reading Notes assignment is designed:

• To encourage students to take responsibility for deciding what material in the course is important, and will
  serve their own educational goals.
• To help me come to know what is interesting and important to each student in the class.
• To help students keep a record of the most important things they are learning.
• To encourage students to read material in time, and therefor to get the most out of our class meetings.
• To give me confidence that students are covering the basic material in the course without requiring me to use
  our time in traditional examinations.

Preparation for Class Discussions (15% of final grade)

It is critical to the success of this class that students read thoughtfully and critically and spend time preparing to
contribute to class discussions. You should bring your copy of the reading we will discuss to each class, along with
your notes and questions or comments prepared for discussion.

I will prepare discussion questions pertaining to most readings for class, and those will be posted on-line at our Moodle
website as a discussion forum. There will be a forum for each section of the course and one for our Health and
Healthcare Project. Occassionally, I will post questions or assignments that require a response from each student. (For
example, the first posting in the Healthcare Forum requires you to find information about the health of children in your
home community.) More often, responses to these items will be optional. You are encouraged to write responses to
these questions as you do the relevant readings, and to post these responses by midnight before the reading is due for
class. All students are required to read their classmates' postings before each class session (between midnight and 12:30
p.m. of class days.)

The grade for this part of the course will be determined equally by the adequacy of your responses to the 'required'
items and the number of contributions to the optional discussion questions. Requied item are either done
degately (A), done late or inadequately (C), or not done (F). Optional discussion responses will be graded: 5 =
A, 4 = A-, 3 = B, 2 = C, 1 = D. Late discussion responses (posted past midnight or after the relevant class session
has passed) will be counted as ‘Afterthoughts’ (see below).

Contributions to Class Discussions (15% of final grade)

About a third of the class sessions in Psychology 329 are discussion classes, and many of the lecture sessions will
include discussion. Your participation in these discussions will be critical to the success of the class. My
assessment of your participation in discussion classes will be based not only on how clearly you express your own
ideas, but also on how well you elicit the ideas of your classmates. Be attentive to opportunities to ask follow-up
questions, and to respond to or elaborate on the ideas expressed by others in class.

We will often be discussing controversial issues of considerable importance to us all. Please remember that a good
discussion is not necessarily an argument. We certainly will have arguments in class, but our overriding goal is to
increase our mutual understanding of the issues, not to prove one another right or wrong.

One way to make good contributions to class discussions is to stay alert to relevant news or commentary on the
issues we will be discussing. It will often be appropriate and useful to bring in news clippings or material that you
have read for other classes. Needless to say, good class participation will always require that you have done the
assigned reading for the course thoughtfully.

Sometimes you will find that you are unable to express your ideas on a topic during a class discussion. The course of the discussion may move on before you have had enough time to formulate your thoughts, or you may be especially interested in discussing an aspect of the reading that we never get to in class. Sometimes you just need to contemplate your reactions and to explore your own ideas on the topic after the class session has ended. When this happens, you are encouraged to contribute your remarks to the ‘Afterthoughts’ forum on our Moodle site. In this medium, class members can respond to one another, continuing and expanding discussions beyond the classroom. Afterthought contributions will be considered equally with in-class comments as part of the class participation grade. All students are required to read all Afterthoughts and are encouraged to respond to them either in class or in subsequent afterthoughts. Moodle provides a daily report to the professor of student log-ins, and of the discussion and afterthought entries read. Students are expected to read all of their classmates’ contributions, and to check in at least once before each class to see what has been added to the discussion.

If you must be absent from a class session for any reason (including illness or other excused absence), you are required to contribute your thoughts on the reading in the discussion questions that were posted for the class you missed. These may be submitted after the class session if you are ill, before if you miss class for athletic travel or other reasons. Discussion responses that are make-ups for missed classes must have the date of the missed class in the heading. When missed classes are not made up in this way, (or are not appropriately labeled so they can be credited), the class participation grade will be lowered by a half-letter grade. Discussion responses written to make-up absences will not be included in the count used to establish the discussion preparation grade.

Final Exam

During the college’s scheduled final exam hours, students will come with a paper copy of each of their Reading Notes. We will use this time to assess how well we have met the course objectives. Final Exam performance is Pass/Fail, but students who do not attend will fail the course.

Honor Code

All work in this course should be pledged. Students are encouraged to collaborate and to help each other as much as possible on all assignments. Sources used should be cited in accordance with APA style. In this course, we replace the standard college pledge (that I have neither given nor received help) with the following:

I pledge that this work reflects my own ideas and my current understanding of this material.

Schedule of Lecture and Discussion Topics, Reading and Assignment Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>8/25</td>
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<td>Introductions/Orientation</td>
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<td><strong>Big Questions, Developmental Principles</strong></td>
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<tr>
<td>8/30</td>
<td>CCL1, PDSK1</td>
<td>The big questions and how to answer them. Ethics of Developmental Research and Intervention, Ethics of Service Learning</td>
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<td><strong>Integrating Theory and Practice</strong></td>
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<tr>
<td>9/1</td>
<td>PDSK 2-3</td>
<td>Orientation at Hope and Healing</td>
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<tr>
<td>9/6</td>
<td>E 1-3</td>
<td>Child Life Narratives</td>
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<td><strong>Infancy and Gene-Environment Interaction</strong></td>
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<td>9/8</td>
<td>CCL2</td>
<td>Epigenesis</td>
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<td>9/13</td>
<td>CCL3</td>
<td>Birthing, breastfeeding, and bonding.</td>
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<td>9/16</td>
<td>PDSK 4-6</td>
<td>BBB, contd.</td>
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<td>9/20</td>
<td>CCL4</td>
<td>The politics of breastfeeding</td>
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<td>Date</td>
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<td>9/22</td>
<td>PDSK 7-9</td>
<td>What do Babies Need? Interventions in infancy</td>
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<td>9/27</td>
<td>CCL5</td>
<td>Service Learning Reports</td>
<td>Healthcare Teams Prelim Bibliography</td>
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<td>9/29</td>
<td>E 4-5</td>
<td>KidsTalk: Stories of Memphis Children</td>
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<td>10/4</td>
<td>CCL6</td>
<td>Temperament and the epigenetic landscape</td>
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<td><strong>Reprise: Big Questions/ Theory-Practice</strong></td>
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<td>10/6</td>
<td>CCL7</td>
<td>What do babies REALLY need? Deprivation and intervention</td>
<td>Service Learning Story</td>
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<td>10/11</td>
<td>PDSK 10-11</td>
<td>Examination of Service Learning Experiences: The HARD stuff</td>
<td>Healthcare Teams Organizing Framework</td>
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<tr>
<td>10/13</td>
<td>E 6-7</td>
<td>Hope and Healing: Prevention and Holistic Care</td>
<td>Midterm Journals due by 4 p.m.</td>
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<td><strong>Linguistic Genius and the Philosopher Child</strong></td>
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<td>10/20</td>
<td>CCL8</td>
<td>Baby Talk</td>
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<td>LADs and LASSes</td>
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<td>10/25</td>
<td>CCL9</td>
<td>Service Learning observations of child language</td>
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<td><strong>Taking On Culture: Re-Creating the Social World</strong></td>
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<td>10/27</td>
<td>CCL10</td>
<td>First Love and the Psychodynamic Self</td>
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<td>11</td>
<td>CCL11</td>
<td>How families work</td>
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<td>11/2</td>
<td>CCL12</td>
<td>Healthcare Teams Progress Reports</td>
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<td>11/3</td>
<td>CCL12</td>
<td>Service Learning observations of child thought</td>
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<td>11/7</td>
<td>T1-3</td>
<td>Theories of Gender Identity</td>
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<td>11/10</td>
<td>CCL13</td>
<td>What would a really good school be like?</td>
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<td>11/15</td>
<td>T4-6</td>
<td>Doing gender at school -- Doing gender at H &amp; H: Service Learning Observations</td>
<td>Healthcare Articles to team members</td>
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<td>11/17</td>
<td>CCL14</td>
<td>Moral Development</td>
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<td>Service Learning observations of peer conflict</td>
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<td>11/22</td>
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<td>What we have to be thankful for</td>
<td>Healthcare Project Articles and Executive Summaries</td>
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<td>Thanksgiving</td>
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<td>12/1</td>
<td>T9, E8</td>
<td>What do Children Finally Need? Final Service Learning observations</td>
<td>Healthcare Team: Children's Program</td>
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<td>12/6</td>
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<td>Preserving a Culture of Childhood</td>
<td>Service Journals Due by 5 p.m.</td>
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<td>12/9</td>
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<td>Reading day</td>
<td>Any late Reading Notes Due by 5 p.m.</td>
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<tr>
<td>12/10</td>
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<td>Final Exam, 8:30 a.m.</td>
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CCL indicates readings in the Cole, Cole, & Lightfoot text
PDSK indicates readings in the Power et. al book.
T indicates readings in the Thorne book.
E indicates readings in the Engel book.