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Infancy & Childhood

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CUNY City College

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Introduction to Human Development: Infancy & Childhood

Fall 2019
PSY 24600 Section 6X
Sat 9:30AM-12:00PM
NAC 7/220
Professor: Laurie Pierre-Paul
Office: 7/229D
Office Hours: Mon 1:00 PM – 2:00 PM
Email: lpierrepaul@ccny.cuny.edu

Text will be provided on Blackboard

Course Description

Development is mutual and interactional. As we develop, we internalize significant voices while integrating rituals, language, values and beliefs from the environment. We will discuss whether development is nurture-based or nature-based using various developmental theories. Topics include genetic considerations; prenatal development; the characteristics of the neonate; cognitive processes; language development; personality changes; early socialization; moral development.

POLICIES and EXPECTATIONS

Turn Off ALL Electronics Devices during Class

A. Course material

1. Students are responsible of checking Blackboard regularly
2. Students should bring their required readings, assignments and other related course materials

B. Attendance

Regular attendance and active participation in classroom activities have been associated with high academic outcome.

1. Attendance will be taken at the start of the class
2. If you arrive 15 minutes after attendance has been taken you will counted as late, and you will receive half-credit for that day's class

Syllabus can be subject to change

3. Any absence must be justified. Please notify in advance if for some reason you are not able to come to class. Proper documentation of absence must be provided.
4. Students who have more than two unexcused absences will automatically fail the course, and should be dismissed from this course
5. If you attend your class on a regular basis (0 absence) you will get 5% extra credit points added to your final grade.
6. Refer to the CCNY Academic Calendar as well as the Course Schedule (on Blackboard) for school closings and alternative schedules.

C. Readings

1. Students are responsible for having read the assigned chapters BEFORE the class in which they are to be discussed (see the reading schedule).

D. Parent Interview Presentation

1. Groups of 2 students will choose a parent to interview (someone that is accessible to both students (such as a fellow student, CCNY faculty, or staff)
2. Each group will compile a presentation and present it to the class.
3. A copy of the presentation must be emailed prior to the date of the presentation.
4. Each student will submit a paper based on their presentation (in APA format)
5. Failing to submit paper on SafeAssign will incur a penalty (50% of grade)
6. Each presentation & paper will be graded using a rubric.

E. Midterm exam

1. Examination consists of multiple-choice questions and short answer/essay response.
2. Any instances of cheating or suspicion of cheating will result in zero and possibly immediate dismissal from the course.

F. Final exam

1. Examination consists of multiple-choice questions and short answer/essay response.
2. Any instances of cheating or suspicion of cheating will result in zero and possibly immediate dismissal from the course.

G. E-mail policy

1. You are encouraged to e-mail me with questions or comments about the course and its material at any point during the semester. I will always try to respond within 24 hours and generally reply more quickly than that. **In order to get a response, however, your e-mail to me must:**

- (1) Have a subject line that includes "Applied Statistics";
- (2) Use a salutation (Dear "Laurie" or "Prof. Pierre-Paul"); and
- (3) Carefully describe your question or comment.

2. DO NOT ask me questions that can be answered by simply reading the syllabus. If you do, I'll refer you back to that document.

3. DO NOT ask me questions about material on exams within 24 hours of the exam. Any questions you may have regarding this matter should be addressed or asked during class.
4. If you e-mail me and I haven't responded within a reasonable period of time, please e-mail me again.

H. Consultation

1. Simple problems with the course, including late assignments, can be dealt with by speaking to me, immediately before or after lecture.
 2. Speak to me as soon as problems occur.
 3. **Do not wait weeks** and then say that you did not know that you had to talk to someone. Never email an assignment without first talking to me. Never leave an assignment in my mailbox, it will not count.
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Academic Dishonesty

Dishonesty will not be tolerated in this course in any guise. Dishonesty includes, but is not limited to, (1) plagiarism: using another's words, ideas, or paraphrases and implying that they are your own; (2) cheating: using hidden notes or examining another person's responses in order to answer questions on a checkup or test; (3) ringers: having another person fulfill your assignment.

Accommodations for Students with Disabilities

AccessAbility Office provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office at 212-650-5913 early in the semester to schedule an appointment. If after meeting with the AccessAbility Office it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. We can work together to ensure that these accommodations are met. For more information, visit this site: <http://www1.ccnycuny.edu/current/student/services/access/>

Grading Criteria

I) Attendance & Course Participation: 25%

A) Class discussion of material (and in-class questions).

Note: The purpose of the in-class questions is to bring out discussion from everyone; you will be assessed on how you engage the material and your classmates.

B) Therefore, **ALL** electronics are to be **turned off** at **all** times during class.

C) In-Class Exercises/ Discussions

D) Attendance (*Absences and Lateness influence the grade.*)

Note: It is your responsibility to know your attendance status.

II) Midterm Exam: 25%

A) All material assigned and/or discussed may be subjected to examination

III) Parent Interview Presentation 25%

A) Groups of 2-3 students will choose a parent to interview.

B) Each pair will generate about 20-25 questions to ask the interviewee

C) Presentation must include background information (such as their upbringing, education, childrearing support system, family dynamic, etc.) as well as parenting (such as parenting style, etc.)

B) Use of Class Material (theories)

C) Coherence (Clear, fluid and well-composed presentations)

D) Presentations should be 5-7 minutes in duration

E) Each student **MUST** also submit a paper based on their presentation (in APA format)

F) Late papers will incur heavy penalties

E) Questions and comments by the audience will take place following each presentation

IV) Final Exam: 25%

A) All materials assigned and/or discussed may be subjected to examination

EXTRA CREDIT

3-Credit Experimental Participation of your choice on SONA for **5%** of the final grade

Grading Scale

Grades on every assignment are determined according to a "straight" scale of scores:

97-100% = A+

83-86% = B

70-72% = C-

93-96% = A

80-82% = B-

67-69% = D

90-92% = A-

77-79% = C+

60-66% = F

87-89% = B+

73-76% = C

≤59 = WU*

Once the final grade has been submitted on CUNYFirst, the grade will not be changed.

**Insufficient Work : A grade of "WU" is to be assigned to students who attended a minimum of one class, stopped attending, but did not officially withdraw*

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COURSE SCHEDULE

DATE	TOPIC	READING	ACTIVITY/OBJECTIVE	ASSIGNMENT DUE
Sat 8/31	Introduction Issues with Life Span Development/ Historical Theories	Syllabus Lifespan Development Chapter 1, pp. 11-17	<i>In-Class Discussion: What influences infant/child development?</i>	
Sat 9/7	Stages of Development: Cognitive, physical & emotional	Psychology (green) Chapter 9, pp.299-312 Lifespan Development Chapter 3, pp. 68-80; Chapter 4, pp. 110-115	<i>In-Class Discussion: Should Women Who Use Drugs During Pregnancy Be Arrested and Jailed?</i>	
Sat 9/14	Developmental Theories: Freud, Erikson,	Psychology (green) Chapter 9, pp.290-293	<i>Worksheet – Psychoanalytic Theory</i>	
Sat 9/21	Developmental Theories: Piaget, Kohlberg	Psychology (green) Chapter 9, pp.293-298 Lifespan Development Chapter 3, pp. 81-84; Chapter 4, pp. 118-120	<i>Video: Object Permanence</i> Discuss Parent Interview Presentation Instructions and Requirements	
Sat 9/28	Group Discussions		Groups will work independently on presentations and paper	
Sat 10/5	Learning Theories	Psychology (green) Chapter 6, pp. 185-216	<i>Video: Bobo Doll Study</i> <i>In-Class Discussion: Is behavior modification necessary for preschoolers?</i>	
Sat 10/12	Midterm Review			
Sat 10/19				Midterm Exam
Sat 10/26	Language Development	Lifespan Development Chapter 3, pp. 85-92, 129; Chapter 5, pp. 163- 165		
Sat 11/2	Parenting, Attachment & Family Style	Lifespan Development Chapter 3, pp. 93-102; Chapter 4, pp. 136-145; Chapter 5, pp. 188-193		
Sat 11/9	Education, Sports, & Peers	Lifespan Development Chapter 4, pp. 129-136; Chapter 5, pp. 155-160, 173- 181, 185-187		
Sat 11/16	Parent Interview Presentations			Final Paper
Sat 11/23	Nature/Nurture Debate: Genetics vs Environment	Self -Control Articles	Discuss whether self-control is influenced by environment or genetics, using theories discussed and articles assigned	
Sat 11/30	THANKSGIVING	BREAK		
Sat 12/7	Final Exam Review			
Sat 12/14				Final Exam

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