

HDF 650
Theory and Research in Early Childhood
Fall 2005

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Catalog Description

Examination of theory and current research in the development of children from birth through kindergarten.

Required Readings

APA (2001). Publication Manual of the American Psychological Association (5th ed.). Washington, DC: APA.

The remaining required readings on the syllabus are either on e-reserves on Blackboard (<http://blackboard.uncg.edu>) or can be found online as electronic journal articles through the library journal finder.

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Purpose of Course

The purpose of this course is to provide students with survey of selected theories of individual development and current research related to the principles of cognitive, language, motor, perceptual, and socio-emotional development in children from birth through age 6. The development of children will be examined within the context of the family, the community, and the larger society.

Goals and Objectives (Identification of INTASC standards and Core Competencies required for Advanced Licensure listed in parentheses)

By the end of the semester students will:

1. demonstrate comprehension of the fundamental theories and principles guiding research in young children's development (Core competency 1, 3);

2. demonstrate their knowledge of the processes and synthesis of development from birth through age 6 including knowledge of perceptual, motor, cognitive, language, and socio-emotional development (INTASC 1, 2);
3. apply the knowledge of young children's development to the field of study, and make new connections between theory and research and the applied setting (Core competency 1, 3);
4. compare and contrast typical and atypical development during this early childhood period (INTASC 1, 2);
5. demonstrate their understanding of young children's development within the context of the family, community, culture, and larger society (INTASC 1);
6. critically evaluate how context fits within current theories and research (INTASC 1);
7. demonstrate the ability to clearly communicate knowledge in an oral and written format; prepare clear and well-organized presentations using technology (INTASC 6).

Class Policies and Organization

The class meets on Tuesdays from 1 to 3:50 pm. Attendance is required and if an absence is anticipated, advance notification is required. Students are expected to follow the UNCG Honor Code. UNCG's Academic Integrity Policy can be found at <http://studentconduct.uncg.edu/policy/academicintegrity/>. Students must follow APA guidelines for properly citing written work and ideas from other authors. Failure to properly cite an author's work will be considered plagiarism and will result in disciplinary action as defined by university policies. Please be sure to ask me if you have any questions about this matter before you turn in any written work. Late papers are discouraged. If there is a medical or family emergency that prevents you from turning in a paper on time, let me know as soon as possible. In general, late papers will have points deducted from the grade.

Class Requirements

1. Class readings, participation, and attendance - Be prepared each class session to participate in class discussion on all of the assigned readings. Participation and attendance will be taken into account when grades are determined (20 points possible).
2. Reactions to Assigned Class Readings – Eight times during the semester you are asked to write a brief reaction paper in response to two or more of the assigned readings for that week and post it on Blackboard for me to read. This paper may be only **one** typed page and it should be singled spaced. (Please note that all the margins must be at least 1 inch and the font should be 12 points.) I am interested in your thoughts, reactions, questions, contentions, etc. related the articles or chapters, not a summary of the content. Use this as an opportunity to comment on, criticize, amplify, or take issue with aspects of the readings that you found particularly thought-provoking or valuable. The reaction papers should be posted on Blackboard by the **Friday** before each class session by **1 pm**. (On the weeks that we have online discussions (Sept 27, Oct 25, Nov 8) each class member should also email their reaction paper to the students who are helping to lead the discussion.) Each written assignment is worth 5 points (one point will be taken off for each day it is late). To allow for an exceptionally busy week or an unexpected event you may have one 'free' week with no points deducted from your final grade. For the week of Nov 8th you will review rough drafts instead of writing a reaction paper. (Total possible points = 40)
3. Online Class Discussion – One time during the semester you will be asked to provide online discussion questions and to help lead the online class session for that week. This will be a group project with several class members assigned to one session. You will need to work with your group

members to decide on your questions or points for discussion, and to decide the format for the discussion. During this week you will not be required to turn in a reaction paper. (5 points possible).

4. Quizzes – Three times during the semester quizzes on the assigned readings will be given: **Sept 13th**, **Oct 18th** and **Nov 29th**. Each quiz will be 2 or 3 questions requiring a short answer response (2-3 paragraphs) based on the readings since the last quiz. The focus of the quizzes will be on synthesizing, comparing, contrasting, etc. information from the readings rather than recalling very specific facts. Quizzes are closed-book. Each quiz will be worth up to 10 points. (Total points possible: 30)
5. Article/Chapter Critique - Each student will sign up to critique and present one article/chapter during the semester. The article or chapter may be from the assigned or optional reading list, but should not be a chapter from the Trawick-Smith textbook. A two to three page paper must be handed in on the day the article is presented. (This paper must be doubled spaced and follow APA format). For this paper you should **briefly** summarize the article or chapter and then critique its value. The summary portion should be no more than half your paper. Think about what contribution the written work is making to the literature, the soundness of the piece (e.g. empirically or theoretically), and what implications this may have for researchers, practitioners, and/or parents. The in-class presentations should utilize PowerPoint and should be about 10 minutes long. (20 points possible for the article/chapter critique and presentation).
6. Early Childhood Development Paper - Each student will be required to write a 15-20 page paper on an early childhood development topic that is of interest. This paper should focus on some aspect of children's development from birth through age 6. Each paper will need to include a theoretical framework or perspective as well as relevant empirical research articles from peer reviewed journals. You may focus on any aspect of development and you may include sections on implications for parents or practitioners, but this should not be the major focus of the paper. We will informally discuss possible topic ideas of each student in class on **August 30th**. On **September 20** you are required to turn in an outline and present your idea to the class for feedback and suggestions. Your outline may be in point form, but should contain the main sections of your paper and a beginning reference list (at least 10 references). On **November 1st**, you need to bring four copies of your rough draft to class. Three other class members and I will review these rough drafts. You will earn up to 5 points for the review and will not turn in a reaction paper on Nov 4th. This rough draft should be typed (at least 10 pages) and include references you have collected so far. You may provide written comments directly on the rough drafts you review but you will also need to send me a summary of your feedback for each of the other student papers that you read. The final paper is due by 9 am on Friday, **December 2nd**, and each student will present his/her paper on Wednesday, **December 7th** using PowerPoint. More information on this paper will be presented in class (Possible points: 85 points for paper which includes 10 for rough draft and 10 points for the presentation; 5 points for the outline).

Please note that all written assignments should follow APA format and must adhere to the UNCG Honor Code and Academic Integrity Policy.

Course Grade - Possible Points = 200

194-200 = A+	166-173 = B	140-145 = C-
186-193 = A	160-165 = B-	0-139 = F
180-185 = A-	154-159 = C+	
174-179 = B+	146-153 = C	

Assigning Points and Grades

Points will be assigned based on the following criteria:

C level work (70 – 79% of possible points):

- Demonstrated comprehension of basic conceptual and theoretical knowledge but a failure to show the ability to critically analyze and synthesize relevant information; ability to communicate knowledge is adequate but not strong (either in written or oral format)

B level work (80 – 89% of possible points):

- Demonstrated comprehension of relevant conceptual and theoretical knowledge, and the ability to critically analyze and synthesize relevant information; strong ability to communicate knowledge (either in written or oral format)

A level work (90 – 100% of possible points):

- Demonstrated comprehension of relevant conceptual and theoretical knowledge, and the ability to critically analyze and synthesize relevant information; strong ability to communicate knowledge (either in written or oral format); demonstrated ability to organize and apply knowledge to new areas or to expand the information to make new connections within or between theory and research

Course Assignments

August 16 Introduction to the Course

August 23 Overview – theory, methodology, & reading research
Sign up for article critique

Miller, P. H. (2002). Introduction. In *Theories of development, fourth edition* (pp. 1-23). NY: Worth Publishers. [e-reserves]

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2003). Data analysis and interpretation: Part II tests of statistical significance and the analysis story. In *Research methods in psychology* (6th ed., pp. 401 – 443). NY: McGraw Hill. [e-reserves]

<http://www.cdtl.nus.edu/success/sl12.htm> - Reading journal articles

<http://unilearning.uow.edu.au/reading/1d.html> - Reading journal articles

<http://www.socialresearchmethods.net/tutorial/Colosi/lcolosi1.htm> - Layman's guide to Social Research Methods

August 30 Piaget & Vygotsky

Reaction Papers due Aug 26

Discussion of paper topics

Miller, P. H. (2002). Piaget's cognitive-stage theory and the neo-Piagetians. In *Theories of development* (4th ed., pp. 25-104). NY: Worth Publishers. [e-reserves]

Miller, P. H. (2002). Vygotsky and the sociocultural approach. In *Theories of development*, (4th ed., pp. 367-419). NY: Worth Publishers. [e-reserves]

September 6 Bronfenbrenner's Bioecological Model and Developmental Psychobiological Perspective

Reaction Papers due Sept 2

Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol 1. Theoretical models of human development* (5th ed., pp. 993-1028). New York: Wiley. [e-reserves]

Goldhaber, D. E. (2000). The developmental psychobiological perspective. In *Theories of human development* (pp. 159-183). CA: Mayfield Publishing. [e-reserves]

September 13 Ethological Theories

Reaction Papers due Sept 9

Quiz #1

Crain, W. (2005). Ethological theories: Darwin, Lorenz and Tinbergen, and Bowlby and Ainsworth. In *Theories of development: Concepts and applications* (5th ed., pp. 33-64). NJ: Prentice Hall. [e-reserves]

Thompson, R. A., & Raikes, H. A. (2003). Toward the next quarter-century: Conceptual and methodological challenges for attachment theory. *Development and Psychopathology*, 15, 691-718. {Online}

Fraley, R. C., & Spieker, S. J. (2003). Are infant attachment patterns continuously or categorically distributed? A taxometric analysis of strange situation behavior. *Developmental Psychology*, 39(3), 387-404. {Online}

Optional Readings

¹Cummings, E. M. (2003). Toward assessing attachment on an emotional security continuum: Comment on Fraley and Spieker (2003). *Developmental Psychology*, 39(3), 405-408. {Online}

¹Cassidy, J. (2003). Continuity and change in the measurement of infant attachment: Comment on Fraley and Spieker (2003). *Developmental Psychology*, 39(3), 409-412. {Online}

²Sroufe, L. A. (2003). Attachment categories as reflections of multiple dimensions: Comment on Fraley and Spieker (2003). *Developmental Psychology*, 39(3), 413-416. {Online}

²Fraley, R. C., & Spieker, S. J. (2003). What are the differences between dimensional and categorical models of individual differences in attachment? Reply to Cassidy (2003), Cummings (2003), Sroufe (2003), and Waters and Beauchaine (2003). *Developmental Psychology*, 39(3), 423-429. {Online}

^{1,2} These articles must be critiqued together

September 20 Infant Physical Growth and Brain Development

Reaction Papers due Sept 16

Outline and short presentation of paper topic

Trawick-Smith, J. (2003). Infant physical growth and brain development. In *Early childhood development: A multicultural perspective* (pp. 103-123). NJ: Merrill. [e-reserves]

Campos, J.J., Anderson, D.I., Barbu-Roth, M.A., Hubbard, E.M., Hertenstein, M.J., & Witherington, D. (2000). Travel broadens the mind. *Infancy*, 1, 149-219. {Online}

Optional Readings

Galloway, J. C., & Thelen, E. (2004). Feet first: Object exploration in young infants. *Infant Behavior and Development, 27*, 107-112. {Online}

Ledebt, A., van Wieringen, P. C., & Savelsbergh, G. J. (2004). Functional significance of foot rotation asymmetry in early walking. *Infant Behavior & Development, 27*, 163-172. {Online}

¹Thelen, E. (2000). Many roads lead to Rome: Locomotion and dynamics. *Infancy, 1*, 221-224. {Online}

¹Bushnell, E. (2000). Two steps forward, one step back. *Infancy, 1*, 225-230. {Online}

¹ These articles must be critiqued together

Online Class Session

September 27 Cognitive Development in Infancy

Reaction Papers due Sept 23

Trawick-Smith, J. (2003). Cognitive development in infancy. In *Early childhood development: A multicultural perspective* (pp. 124-145). NJ: Merrill. [e-reserves]

Nielson, M., & Dissanayake, C. (2004). Pretend play, mirror self-recognition, and imitation: A longitudinal investigation through the second year of life. *Infant Behavior and Development, 27*, 342-365. {Online}

Keen, R. E., & Berthier, N. E. (2004). Continuities and discontinuities in infants' representation of objects and events. In R. V. Kail (Ed.) *Advances in child development and behavior*, (Vol. 32, pp. 243-279). NY: Elsevier. [e-reserves]

Optional Reading

Rose, S. A., Feldman, J. F., & Jankowski, J. J. (2002). Processing speed in the 1st year of life: A longitudinal study of preterm and full-term infants. *Developmental Psychology, 38*(6), 895-902. {Online}

October 4 Infant Language and Literacy

Reaction Papers due Sept 30

Trawick-Smith, J. (2003). Infant language and literacy. In *Early childhood development: A multicultural perspective* (pp. 146-165). NJ: Merrill. [e-reserves]

Werker, J. F. (2003). Baby steps to learning language. *The Journal of Pediatrics, 143*, s62-s69. {Online}

Tsao, F., Liu, H., & Kuhl, P. K. (2004). Speech perception in infancy predicts language development in the second year of life: A longitudinal study. *Child Development, 75*(4), 1067-1084. {Online}

Optional Reading

Tan, T. X., & Yang, Y. (2005). Language development of Chinese adoptees 18-35 months old. *Early Childhood Research Quarterly, 20* (1), 57-68. {Online}

October 11 – No Class Fall Break

October 18 Infant Social and Emotional Development

Reaction Papers due Oct 14

Quiz #2

Trawick-Smith, J. (2003). Infant social and emotional development. In *Early childhood development: A multicultural perspective* (pp. 166-193). NJ: Merrill. [e-reserves]

van Ijzendoorn, M. H., & Sagi, A. (1999). Cross-cultural patterns of attachment: Universal and contextual dimensions. In J. Cassidy and P. R. Shaver (Eds.), *Handbook of attachment: Theory, research and clinical applications*, (pp 713-734). New York: The Guilford Press. [e-reserves]

Watamura, S. E., Donzella, B., Alwin, J., & Gunnar, M. R. (2003). Morning-to-afternoon increases in cortisol concentrations for infants and toddlers in child care: Age differences and behavioral correlates. *Child Development, 74*(4), 1006-1020. {Online}

Wendland-Carro, J., Cesar, A. P., & Millar, W. S. (1999). The role of an early intervention on enhancing the quality of mother-infant interaction. *Child Development, 70*(3), 713-721. {Online}

Online Class Session

October 25 Cognitive Development in the Preschool Years

Reaction Papers due Oct 21

Trawick-Smith, J. (2003). Cognitive development in the preschool years. In *Early childhood development: A multicultural perspective* (pp. 222-249). NJ: Merrill. [e-reserves]

Pelletier, J., & Astington, J. W. (2004). Action, consciousness and theory of mind: Children's ability to coordinate story characters' actions and thoughts. *Early Education and Development, 15*(1), 5-22. [e-reserves]

Tudge, J. R., & Doucet, F. (2004). Early mathematical experiences: Observing young black and white children's everyday activities. *Early Childhood Research Quarterly, 19*(1), 21-39. {Online}

November 1 – Symbolic Thought: Play, Language, and Literacy in the Preschool Years
Reaction Papers due Oct 28
Rough drafts due (bring 4 copies for review)

Trawick-Smith, J. (2003). Symbolic thought: Play, language, and literacy in the preschool years. In *Early childhood development: A multicultural perspective* (pp. 250-285). NJ: Merrill. [e-reserves]

Bennett, K. K., Weigel, D. J., & Martin, S. S. (2002). Children's acquisition of early literacy skills: Examining family contributions. *Early Childhood Research Quarterly, 17*(3), 295-317. {Online}

Elias, C. L., & Berk, L. E. (2002). Self-regulation in young children: Is there a role for sociodramatic play? *Early Childhood Research Quarterly, 17*(2), 216-238. {Online}

Optional Reading

Sonnenschein, S., & Munsterman, K. (2002). The influence of home-based reading interactions on 5-year-olds' reading motivations and early literacy development. *Early Childhood Research Quarterly, 17*(3), 318-337. {Online}

Review:

American Psychological Association (2001). Expressing ideas and reducing bias in language. *Publication manual of the American Psychological Association, fifth edition*. APA: Washington DC. (Chapter 2, pp. 31-76).

Online Class Session

November 8 - Social and Emotional Development of Preschoolers

No Reaction Papers – instead write reviews of rough drafts and email by Monday, Nov 7

Trawick-Smith, J. (2003). Social and emotional development of preschoolers. In *Early childhood development: A multicultural perspective* (pp. 286-319). NJ: Merrill. [e-reserves]

Coplan, R. J., Bowker, A., & Cooper, S. M. (2003). Parenting daily hassles, child temperament, and social adjustment in preschool. *Early Childhood Research Quarterly, 18*(3), 376-395. {Online}

Lindsey, E. W., & Colwell, M. J. (2003). Preschoolers' emotional competence: Links to pretend and physical play. *Child Study Journal, 33*(1), 39-52. {Online}

Optional Reading

NICHD Early Child Care Research Network. (2004). Type of child care and children's development at 54 months. *Early Childhood Research Quarterly, 19*(2), 203-230. {Online}

November 15 Preschool Physical and Motor Development
Reaction Papers due Nov 11

Trawick-Smith, J. (2003). Preschool physical and motor development. In *Early childhood development: A multicultural perspective* (pp. 194-221). NJ: Merrill. [e-reserves]

Finn, K., Johannsen, N., & Specker, B. (2002). Factors associated with physical activity in preschool children. *The Journal of Pediatrics, 140*, 81-85. {Online}

Agras, W. S., Hammer, L. D., McNicholas, F., & Kraemer, H. C. (2004). Risk factors for childhood overweight: A prospective study from birth to 9.5 years. *The Journal of Pediatrics, 145*, 20-25. {Online}

Goodway, J. D., & Branta, C. F. (2003). Influence of a motor skill intervention on fundamental motor skill development of disadvantaged preschool children. *Research Quarterly for Exercise and Sport, 74*(1), 36-46. {Online}

November 22 – no class – work on papers and presentations

November 29 Summary and Wrap-up
Quiz #3

Bailey, D. B. (2002). Are critical periods critical for early childhood education? The role of timing in early childhood pedagogy. *Early Childhood Research Quarterly, 17*(3), 281-294. {Online}

Crain, W. (2005). Epilogue: A developmental perspective on the standards movement. In *Theories of development: Concepts and applications* (5th ed., pp. 381-391). NJ: Prentice Hall. [e-reserves]

Note: Final papers due Friday December 2nd, by 9 am

Wednesday December 7 - Class presentations (3:30 to 6:30 pm)

Please note that additional readings and information from websites maybe added during the semester.