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Office Hours: Tues., 11:00 - 12:00  
Fri., 1:00 - 3:30  
Rm. 207 Straub Hall

Psy 199 Freshman Seminar  
To Know an Infant

There are two major goals of this course. One is substantive: students will do reading on infant development (Brazelton's text, *Touchpoints: Your child's emotional and behavioral development*) and on one person's view of some of the political issues related to infant's needs for care (Leach's text, *Children first: What society must do--and is not doing--for children today*). The second involves developing some of the skills that will be useful to you at the university and later in your own development. These include the ability to read and organize the written word, to write clearly and cogently, to make effective use of evidence, and to engage in oral discussion, jointly seeking answers to difficult questions.

The course will meet twice a week, for one hour and 20 minute sessions. Because discussion (oral or written) is one of the course requirements, it is essential for a good grade in the course that you complete all of the reading before a given class, and that you attend all class sessions. Because writing is important, be sure to also read over Strunk and White's book, *The Elements of Style*, before you write your first paper. You will have a personal paper conference with me on that paper, and I will suggest ways you might improve your writing, as well as sections of Strunk and White that you should plan to reread.

Course grades will be based on the following:

- I. Course attendance and discussion 25% [Up to 50 points]. (If you do not wish to engage in oral discussion, please submit comments on the previous day's session and questions for the upcoming session on paper, signed, indicating whether you wish these comments to be anonymous, or whether I may attribute them to you later in class. These should be short; no more than 1 page in length and typewritten.) Get these to me during the 10 minutes preceding class (I will be present in the room at that time).
- II. Paper 1 15% [Up to 30 points].
- III. Paper 2 First Version 15% [Up to 30 points].
- IV. Paper 2 Revised Version 45% [Up to 90 points].

These will add up to a total of a possible 200 points. Course grades will be based on your total point count in relation to instructor judgment about the appropriate letter grade. If there are major breaks in the distribution of total scores, these will also influence the instructor's grading.

In class, your instructor will present information on child development, and we will discuss issues from both the Brazelton and Leach books. We will also have some class visitors to discuss with you issues of parenting at the personal and societal levels.

The Course Schedule is as follows:

Schedule, PSY 199

<u>Date</u>	<u>Week's Topic</u>	<u>Readings</u>	<u>Projects Due</u>
9/26 9/28	Societal Issues & Child Rearing	Brazelton Ch. 1 Leach Ch. 1 Read Strunk & White over the first two weeks	
10/3 10/5	The newborn: Mothers & Fathers	Brazelton Chs. 2, 3, 43; Leach Ch. 2	
10/10 10/12	1-3 months	Brazelton Chs. 4, 5, 16, pp. 286-289 Leach Ch. 3	<u>Paper 1 Due</u>
10/17 10/19	3-4 months: The developing mind	Brazelton Chs. 6, 21, 44, 46; Leach pp. 68-82	
10/24 10/26	6-7 months: Reaching	Brazelton Chs. 7, 26, 34; Leach pp. 83-102	
10/31 11/2	8-9 months: Interaction	Brazelton Chs. 8, 19, 37; Leach Chs. 5, 6	
11/7 11/9	One year: Attachment	Brazelton Chs. 9, 20, 35; Leach Ch. 11, pp. 184-202	
11/14 11/16	12-15 months: Communication	Brazelton Chs. 10, 41; Leach pp. 240-258	<u>Paper 2 Due</u>
11/21	18-24 months: The Self	Brazelton Chs. 11, 12, 29, 45; Leach Ch. 7, pp. 258-265	<u>Paper 2 Returned</u>
11/23	Thanksgiving		<u>Holiday</u>
11/27 11/30	3 years	Brazelton Chs. 13, 22, 28; Leach Ch. 10	<u>Revised Paper 2 Due</u>

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**Paper 1**

**DUE: October 10, 1995**

Whether we plan to become parents ourselves or not, we all have a vested societal interest in how our children are raised. In the first paper for this course, I would like to obtain some of your ideas on this subject, and the reasons you would give in support of your ideas. In this essay, include answers to the following questions, either as you would answer them for yourselves, or as you would answer them in the advice you would give another person of your approximate age who is planning to have a child (remember to address the question "Why?" after each of your responses, and to **organize the paper as an essay, not as a series of answers to items 1, 2, etc.**):

At what age would you plan to have children? How many? What would be the spacing between your children? How would you combine (or not combine) a career and child-rearing in terms of childcare? You have seen others raise their children: What approaches do you either wish to avoid or employ in the caretaking of your children? In connection with each of your statements, try to give the reasons for your statements based on the information you have gained before taking this course. You may not have thought seriously about these questions before, but please think about them for this paper, with the idea that there are no absolute right or wrong answers, but instead points of view for which you can give reasons. If you are not sure why you are taking a position, say so in the essay. Papers will be graded on completeness of topics and quality of exposition.

The major feature of this exercise is that your instructor will read over each paper and you will have an individual paper conference on that paper. It is expected that the conference will help you improve your writing for Paper 2, which will be due later in the course. Students are responsible for scheduling these conferences with the instructor either within or outside of her office hours.

**The essay should be 2-3 typewritten pages long, double-spaced.**

Please note that your Paper 2 assignment will be distributed later in the course.