

Huron University College
Department of Psychology

**Psychology 3450G – Development During Infancy
Winter 2018**

Tu and Th 3:30pm - 5:20 pm in HUC-W102

1.0 Course Information

Instructor: Dr. Christine Tsang
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Office Hours: Wednesday and Thursday 11:30 to 12:20 or by appointment

2.0 Calendar Description

This seminar course will investigate the processes of development and major developmental milestones which occur during the first year of life, with an emphasis on developmental theories and empirical findings from the literature. Topics covered include: physical development, perceptual development, cognitive development, language development and social development.

Pre-requisites: Psychology 2480E and registration in third or fourth year of the Honors Specialization in Psychology module, or permission of the department.

4 lecture/seminar hours

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

3.0 Suggested Text

Slater, A., Lewis, M., Anzures, G., & Lee, K. (2011). *Introduction to Infant Development (Canadian Edition)*. Toronto: Oxford University Press.

4.0 Description of Class Methods

Each 2-hour class meeting will be led by one student in the course (or by the instructor) and will be an in-depth discussion of methodological and theoretical issues related to the assigned discussion paper. Following the discussion, the discussion leader will be expected to submit a short critique of the assigned discussion paper 7 days after the actual discussion.

5.0 Course Objectives

By the end of this course, students should have:

- An understanding of the developmental processes underlying development during the first 2 years of life.
- Exposure to methodologies and research designs in the field of infant development.
- Experience with critical evaluation (both written and oral) of empirical research in developmental psychology.

6.0 Evaluation

1. **Written Summaries (18%).** You must write and submit a short 250 word summary of each of the assigned papers (denoted by * in the Tentative Course Schedule posted on OWL). Summaries are to be submitted before the beginning of each class on the day the paper is scheduled for class discussion. Each summary is worth 1% of the final grade, and will be graded on a pass/fail basis. Late summaries will not be accepted (except on medical/compassionate grounds—see Section 7.0 for more information on the policy for assignment extensions). You are not required to write a summary for the paper for which you “lead the discussion” (see #2).
2. **Discussion Leader (15%).** Each student is required to “lead” the discussion for one student led paper (denoted by *) over the term. The grade for the discussion will be determined by anonymous feedback from fellow classmates, as well as an assessment from the instructor. For more information on how to lead a discussion, see OWL.
3. **Written Critique (15%).** You must write and submit a written critique (maximum 3 pages) on the paper that you have chosen to “lead the discussion”. The critique is an in-depth critical analysis of the article (see OWL for details). The critique will be worth 15% of the final grade. The critique is due at the beginning of class 7 days after the discussion of the article. Late critiques will lose 2% of the final grade per day late up to 7 days, after which the grade will be zero.
4. **Discussion Reflection (7%).** Choose one of the student paper discussions in the course (except for the one that you have chosen to lead), write a reflection of the class discussion. The reflection should summarize the high points of the discussion, as

well as include your personal reflection about your learning related to your initial reading of the paper and the associated class discussion.

5. **Research Proposal (35%).** You must write a research proposal (minimum 7 pages) on any topic related to infant development (see OWL for details). The paper will be worth 35% of the final grade. The paper is due on the last day of class. Late papers will lose 2% of the final grade per day late up to 14 days (including weekends), after which the grade will be zero.
6. **Participation (10%).** You are expected to be an active and constructive participant in class discussions. You are expected to come to class having completed the assigned reading and prepared to discuss it. *The final participation grade in the course will depend not only on how often you contribute to class discussion, but the quality of your contribution.* I will take into consideration anonymous comments from the rest of the class, as well as my own assessment of your contribution, to calculate your participation grade.

Policy Statement Regarding Grades in Psychology at Huron University College

Students at Huron University College should consider a grade in the range from 76-80 to be evidence of good performance in a 3000-level Honors Psychology course. Grades in the A (80-90%) range will only be awarded for performance that is demonstrably superior to the third and fourth-year major or minor standard. A grade of A+ (90-100%) will only be awarded rarely and only for work that is exceptional.

7.0 Late Penalties, Extensions, and Make-up Tests

Summaries are due at the beginning of class time on the date of the specific paper is to be discussed in class. **Late summaries will NOT be accepted.** Note that students who simply hand in a summary and do not attend class will not receive credit for the summary. In the case of a missed discussion day, a student with a valid, documented excuse (see Appendix) will be excused and will not be deducted a 1% penalty.

Critiques are due 7 days after the discussion date at the beginning of class. Late critiques will lose 2% per day up to 7 days, after which the grade will be zero.

Research proposal papers are due to the instructor no later than Wednesday April 11 at 11:59am. Late papers will lost 2% per day late up to 14 days (including weekends). After 14 days, the grade will be zero.

8.0 Tentative Reading Schedule (subject to change)

Tu Jan 9 Introduction and Course Overview

Th Jan 11 Dehaene-Lambertz & Spelke (2015). The Infancy of the Human

Brain.

Tu Jan 16 Fox, Levitt, & Nelson (2010). How the Timing and Quality of Early Experiences Influence the Development of Brain Architecture.

Th Jan 18 Roth & Sweatt (2011). Epigenetic Mechanisms and Environmental Shaping of the Brain During Sensitive Periods of Development.

TEXT READING

Slater et al., Chapter 4 Motor Development

Tu Jan 23 *Libertus & Needham (2011). Reaching Experience Increases Face Preference in 3-Month-Old Infants.

TEXT READING

Slater et al., Chapter 5 The Development of the Senses

Th Jan 25 *Feldman, Rosenthal, & Eidelman (2014). Maternal-Preterm Skin-to-Skin Contact Enhances Child Physiologic Organization and Cognitive Control Across the First 10 Years of Life.

Tu Jan 30 *Grunau et al. (2009). Neonatal Pain, Parenting Stress and Interaction, In Relation to Cognitive and Motor Development at 8 and 18 Months in Preterm Infants.

TEXT READING

Slater et al., Chapter 12 How Infants Perceive and Process Faces

Th Feb 1 *Godard, Baudouin, Schaal, & Durand (2016). Affective Matching of Odors and Facial Expressions in Infants: Shifting Patterns Between 3 and 7 Months.

Tu Feb 6 * Cassia, Bulf, Quadrelli, & Proietti (2013). Age-Related Face Processing Bias in Infancy: Evidence of Perceptual Narrowing for Adult Faces.

Th Feb 8 *Escuadero & Williams (2014). Distributional Learning Has Immediate and Long-Lasting Effects.

Tu Feb 13 * Walker et al. (2009). Preverbal Infants' Sensitivity to Synaesthetic Cross-Modality Correspondences.

TEXT READING

Slater et al., Chapter 11 Language Development

- Th Feb 15** *Naoi et al. (2012). Cerebral Responses to Infant-Directed Speech and the Effect of Talker Familiarity.
- Tu Feb 20** **NO CLASS- Reading Week**
- Th Feb 22** **NO CLASS- Reading Week**
- Tu Feb 27** *Ramirez et al. (2016). Speech Discrimination in 11-Month-Old Bilingual and Monolingual Infants: A Magnetoencephalography Study.

TEXT READINGS

Slater et al., Ch 8 Perception and Knowledge of the World
Slater et al., Ch 9 Memory Development

- Th Mar 1** * Kirk, Howlett, Pine & Fletcher (2013). To Sign or Not to Sign? The Impact of Encouraging Infants to Gesture on Infant Language and Maternal Mind-Mindfulness.
- Tu Mar 6** *Patel et al. (2012). Generalization of Deferred Imitation in 6-, 9-, and 12-month-old Infants Using Visual and Auditory Contexts.
- Th Mar 8** *Cuevas, Learmonth, & Rovee-Collier (2015). A Dissociation Between Recognition and Reactivation: The Renewal Effect at 3 Months.
- Tu Mar 13** *Quinn & Liben (2014). A Sex Different in Mental Rotation in Infants: Convergent Evidence.

TEXT READINGS

Slater et al., Ch 14 Social Development
Slater et al., Ch 15 Infants at Play

- Th Mar 15** *Belfort et al. (2013). Infant Feeding and Childhood Cognition at Ages 3 and 7 Years: Effects of Breastfeeding Duration and Exclusivity.
- Tu Mar 20** *Planalp & Braungart-Rieker (2013). Temperamental Precursors of Infant Attachment With Mothers and Fathers.
- Th Mar 22** *Crugnola et al. (2012). Maternal Attachment Influences Mother-Infant Styles of Regulation and Play with Objects at Nine Months.
- Tu Mar 27** *Fausto-Sterling et al. (2015). Multimodal Sex-Related Differences in Infant and in Infant-Directed Maternal Behaviors During Months Three Through Twelve of Development.

- Th Mar 29** *Lavigne, Hanson, & Anderson (2015). The Influence of Television Coviewing on Parent Language Directed at Toddlers.
- Tu Apr 3** **NO CLASS**—Proposal Preparation
- Th Apr 5** **NO CLASS**—Proposal Preparation
- Tu Apr 10** **NO CLASS**—Proposal Preparation

**Research Proposals due no later than
Wednesday April 11 at 11:59am via OWL submission**



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the

classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor

will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive.

University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>