

CHFD 3900, Prenatal and Infant Development
Tuesdays & Thursdays 3:30-4:45pm
Fall 2006

Instructor: Jaime L. Dice, M.Sc.
Office: 103A Dawson Hall
Office Hours: by appointment
Mailbox: House D
Phone: 706-542-6873
E-mail: jdice@uga.edu

Course Objectives:

- Acquire basic knowledge about the development and growth of infants through careful study of current research and theory.
- Understand theories and methods used to generate knowledge about development in infancy.
- Develop abilities in critical thinking through reading and group discussions in class.
- Develop writing skills through research activities and projects.
- Develop oral presentation skills through class participation and class discussion.
- Acquire skills to become an educated consumer of scientific information through class activities.
- Become familiar with guidance of infants and toddlers within family and group settings.

Textbook and required resources:

Fogel, A. (2001). *Infancy: Infant, Family, and Society, Fourth Edition*. Belmont: Wadsworth/Thomson Learning.

Readings available on WebCT:

Preterm Birth. Retrieved from http://www.marchofdimess.com/professionals/681_1157.asp July 10, 2006.

Butterfield, P. M. (2002). Child care is rich in routines. *Zero to Three*, February/March, 29-32.

Choose Option 1, 2, or 3:

1. Weatherston, D. J. (2000). The infant mental health specialist. *Zero to Three*, October/November, 3-10.

2. Paulsell, D., Kisker, E., and Cohen, J. (2002). Quality care for low-income infants and toddlers: A study of community strategies. *Zero to Three*, February/March, 44-49.

Wulczyn, F., Hislop, K. B. (2002) Babies in foster care: The numbers call for attention. *Zero to Three*, April/May, 14-15.

3. Peterson, S., Bair, K., and Sullivan, A. (2004). Emotional well-being and mental health services: Lessons learned by Early Head Start region VIII programs. *Zero to Three*, July, 47-53.

Reading available on PSYCHINFO:

Gunnar, M. & Cheatham, C. L. (2003). Brain and behavior interface: Stress and the developing brain. *Infant Mental Health Journal*, 24, 195-211.

Completion of this course requires the following from you: 1) attend class and participate in discussions and activities, 2) take weekly WebCT quizzes, 3) take 4 exams, 4) complete hours required in the McPhaul Child Development Center, and 5) complete all written assignments.

All students are required to have a University email account and must be able to access WebCT. Students will also be subscribed to a listserv for the class. This listserv will be used for all email communication. If you use an email address different from your UGA address, notify the instructor.

Grading: Your final grade (a total of 1000 points) is determined by the following 5 categories:

Participation & Attendance	80
Quizzes	120
Lab participation (50 pts per classroom)	100
Written Lab Exercises	150
4 Exams (100 pts each exam, 200 pts final)	500
Written Exercises	50
Total	1000

A 93 - 100	C+ 78 - 79.999
A- 90 - 92.999	C 73 - 77.999
B+ 88 - 89.999	C- 70 - 72.999
B 83 - 87.999	D+ 68 - 69.999
B- 80 - 82.999	D 60 - 67.999
	F 0 - 59.999

Participation and Attendance (80 pts)

Because presence and participation in class are crucial to learning, it is necessary that you attend class, keep up with readings, and display your understanding of course materials in class and in assignments.

Attendance will be taken at each class session in the form of written assignments either completed at home or in class (14 classes at 5 pts each = total 70 pts). If you believe an absence should be excused, you must submit written documentation to the instructor for the absence before the following class period. The documentation that is acceptable is a doctor's note or a note from the office of student affairs. Students with more than three unexcused absences will be dropped from the course. Each student will make an appointment before October to meet with the instructor in her office for 15 minutes (10 pts).

Quizzes (120 pts)

You must complete 12 quizzes total. These quizzes will help direct you to the most important information in the text book, ensure that you have sufficient exposure to class topics so that you

will be able to participate in class discussions, and will prepare you for tests. Access to the quiz will close at noon before the class for which the reading is due. Your internet browser must allow pop ups in order to access the quizzes. If it does not, hold down the control key when accessing quizzes (10 pts each).

Lab Participation (100 pts)

Each student will work in the infant and toddler classrooms at the McPhaul Center for 75 minutes each week. The lab participation grade will be calculated based on participation in the classrooms.

There are 10 lab sessions total (5 in the infant room; 5 in the toddler room), and absences must be made up (10 pts each day in the classroom). Contact the classroom teachers to arrange for a make-up day. You must sign in and out in order for your participation to be counted. The last day to make up sessions is the last day of classes.

Written Lab Exercises (150 pts)

For the first McPhaul experience you have in a classroom, write down the birthdate and age of all of the children in the classroom as well as the names of the teachers. For each week after that, select a topic on which to write a one-page response related to your experiences at McPhaul. Select a topic based on the ages of the children in the classroom. Topics are listed at end of syllabus. (15 pts each)

Exams (500 pts)

There will be three exams and a comprehensive final. Each exam will cover the readings assigned up to the day before the exam as well as the materials included in the class activities and the research activities. Each exam will have a similar format: multiple choice, matching, fill-in-the-blank, and short answer questions. The final exam will cover all of the material in the course (3 exams at 100 pts each; final exam 200 pts).

Written Exercises (50 pts)

Each student will participate in 4 written exercises that will allow you to explore prenatal and infant development in a variety of contexts. These assignments will be graded based on participation in the activities as well as a demonstration of effort. Bulleted summaries include 6 bullets with 6 words at each bullet.

Activity 1: Article response (20 pts): Read the webpage http://www.marchofdimes.com/professionals/681_1157.asp on Preterm Birth and answer the Preterm Birth Questions.

Activity 2: Article response (20 pts): Read the article “Brain and behavior interface: Stress and the developing brain.” Answer discussion questions. (10 pts) Complete a bulleted summary. (10 pts)

Activity 3: Article response (10 pts): Read Zero to Three article “Child Care is Rich in Routines.” Bring to class a bulleted summary.

Activity 4: Article response (10 pts): Choose one of the options listed from Zero to Three to read. Bring to class a bulleted summary.

Turning in Assignments: You are responsible for turning in written assignments at class time or by 5:00pm on the date they are due. There will be a daily letter grade reduction for all assignments turned in late. All written assignments must be typed in Times New Roman 12 point font and doubled spaced except for developmental tables that can be filled out by hand. Margins should be one inch. One letter grade will be lost for assignments turned in in any other format.

Disability or Health Related Issue: Students with a disability or health related issue who need a class accommodation should make an appointment to speak with me as soon as possible.

A Culture of Honesty: All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible for becoming informed about those standards before performing any academic work.

Extra Credits: There may be an opportunity for getting extra credit toward your total grade (up to 10 points). The activity is optional. Permission from instructor must be obtained before you work on the extra-credit projects.

Honor's Option: An honors option is available subject to approval by the instructor.

This course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.

Tuesday	Thursday
	August 17 Introduction and Syllabus
August 22 Introduction to Infancy & Research Readings: <ul style="list-style-type: none"> • Chapter 1, pp. 1-15 • Lamb pp. 9-19 Assignments due: <ul style="list-style-type: none"> • Bulleted summary and italicized terms from Lamb 	August 24 McPhaul Orientation Chapter 1 Quiz (by noon Friday August 25) Meet at bench in front of McPhaul (Start working at McPhaul August 25)
August 29 Prenatal Development & Risk Readings: <ul style="list-style-type: none"> • Chapter 3 Assignments due: <ul style="list-style-type: none"> • Chapter 3 Quiz (by noon today) • McPhaul Teacher and Child Names due • Prenatal Trimesters Worksheet 	August 31 Prenatal Development & Risk Readings: <ul style="list-style-type: none"> • Preterm Birth Assignments due: <ul style="list-style-type: none"> • Preterm Birth Questions
September 5 Hospital Visit Tour of Athens Regional Hospital Neonatal Intensive Care Unit with Patricia Nielson, RN, M.Ed.	September 7 Childbirth Readings: <ul style="list-style-type: none"> • Chapter 4 Assignments due: <ul style="list-style-type: none"> • Chapter 4 Quiz (by noon today) • Written Lab Exercise A
September 12 No Class	September 14 Research Methods and Theories in Infancy Readings: <ul style="list-style-type: none"> • Chapter 1, pp. 15-33 • Chapter 2 Assignments due: <ul style="list-style-type: none"> • Chapter 2 Quiz (by noon today) • Written Lab Exercise B • Developmental Theories worksheet
September 19 No Class	September 21 Exam 1

	<p>Assignments due:</p> <ul style="list-style-type: none"> • Written Lab Exercise C
<p>September 26 No Class</p>	<p>September 28 Birth to Two Months</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 5 • Gunnar, M. & Cheatham, C. L. (2003). Brain and behavior interface: Stress and the developing brain. <i>Infant Mental Health Journal</i>, 24, 195-211. <p>Assignments due:</p> <ul style="list-style-type: none"> • Chapter 5 Quiz (by noon today) • Discussion Questions for Gunnar & Cheatham • Written Lab Exercise D
<p>October 3 Two to Five Months</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 6 <p>Assignments due:</p> <ul style="list-style-type: none"> • Chapter 6 Quiz (by noon today) • Bulleted summary of Gunnar and Cheatham 	<p>October 5 Individual Differences</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 12 <p>Assignments due:</p> <ul style="list-style-type: none"> • Discussion Questions for Chapter 12 • McPhaul Teacher and Child Names due <p>October 9 Midpoint Withdrawal Deadline</p>
<p>October 10 No Class</p>	<p>October 12 Six to Nine Months</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 7 <p>Assignments due:</p> <ul style="list-style-type: none"> • Chapter 7 Quiz (by noon today) • Lab Written Exercise A
<p>October 17 No Class</p>	<p>October 19 Exam 2</p> <p>Assignments due:</p> <ul style="list-style-type: none"> • Lab Written Exercise B
<p>October 24 No Class</p>	<p>October 26 Fall Break</p>
<p>October 31 No Class</p>	<p>November 2 Ten to Twelve Months</p>

	<p>Readings:</p> <ul style="list-style-type: none"> • Chapter 8 • Childcare is Rich in Routines <p>Assignments due:</p> <ul style="list-style-type: none"> • Chapter 8 Quiz (by noon today) • Bulleted summary of article • Lab Written Exercise C
<p>November 7 No Class</p>	<p>November 9 Twelve to Eighteen Months</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 9 <p>Assignments due:</p> <ul style="list-style-type: none"> • Chapter 9 Quiz (by noon today) • Lab Written Exercise D
<p>November 14 No Class</p>	<p>November 16 Eighteen to Twenty-Four Months</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 10 • Zero to Three article <p>Assignments due:</p> <ul style="list-style-type: none"> • Chapter 10 Quiz (by noon today) • Bulleted summary of article
<p>November 21 No Class</p>	<p>November 23 Thanksgiving</p>
<p>November 28 Twenty-Four to Thirty-Six Months</p> <p>Readings:</p> <ul style="list-style-type: none"> • Chapter 11 <p>Assignments due:</p> <ul style="list-style-type: none"> • Chapter 11 Quiz (by noon today) 	<p>November 30 Exam 3</p>
<p>December 5 Final Review</p>	<p>December 14 3:30-6:30 Final Exam</p>

I have read the syllabus for CHFD 3900 and understand the policies and procedures for this course.

Print your name here

Sign your name here

Date

Infant Room Lab Exercises

- A. Select two to three children close to 2-5 months on which to focus. Describe their primary circular reactions. Are any children in the room exhibiting secondary circular reactions yet? How? (p. 218; 255-256) Using the same children, conduct a habituation procedure on them. How long does it take them to habituate? Is one a faster habituator than another? How do their ages play a role in their ability to habituate? (p. 215)
- B. Select two to three children close to 6-9 months on which to focus. Describe their individual differences in temperament. Are they easily distressed? difficult to soothe? active? have long or short attention spans? How do the children's individual differences affect the way the adults in the classroom respond to the infants? Are there some infants you prefer to others? Why might this be? (p. 226; 260)
- C. Object permanence develops around 9 months of age. Select three children of different ages in the infant room and conduct an object permanence experiment on them. What results do you see? Are you surprised? Infants younger than 15 months make the A-not-B error. Conduct an experiment of the A-not-B error on children in the class. What do you find?
- D. What is relational play? In the infant room, look for examples of relational play. What kinds of things do you see? (p. 292) What is appraisal? Are children using appraisal? What is affective sharing? Are children doing it? What is coordinated joint attention? Are the children able to display coordinated joint attention? How? Does this differ by age?

Toddler Room Lab Exercises

- A. What are tertiary circular reactions? Look for examples of children using tertiary circular reactions and describe them. How do the younger children differ from the older children in their use of tertiary circular reactions? (p. 336) Do the children elicit different treatment from the adults in the classroom? What is it about the child or the adult that might result in this? Are there children you like better than others? Why?
- B. What are the levels of symbolic play? Look for examples of each level of symbolic play and describe them. How do the younger children differ in their symbolic play from the older children? (p. 366)
- C. What is guided participation? (p. 386-388, 403, 452) Look for examples of guided participation in the classroom and describe them. How are children given increasing responsibility? What are some common language errors children this age make? Find examples in the classroom. (p. 382-383)
- D. What kinds of gendered actions do you see children doing? What is gender labeling? Are children this age doing it? Do children's actions differ depending on their gender? If so, how? Does age make a difference in this? (p. 415) Describe the peer interactions of the children. How are they different or similar to older children? (p. 390-392)

Grading Rubric for Written Lab Exercises

Item Graded	Points Possible	Points Earned
Assignment Completed	5	
Correct Definition of Terms	5	
Appropriate Examples of Concepts	5	
Total Grade	15	

Grading Rubric for Bulleted Summaries

Item Graded	Points Possible	Points Earned
Assignment Completed & 6 x 6	5	
Shows Careful Thought & Communicates Understanding	5	
Total Grade	10	

Grading Rubric for The Preterm Birth Questions

Item Graded	Points Possible	Points Earned
Assignment Completed	5	
Shows Careful Thought & Communicates Understanding in Own Words	15	
Total Grade	20	

Grading Rubric for Discussion Questions for Gunnar and Cheatham Article

Item Graded	Points Possible	Points Earned
Assignment Completed	5	
Shows Careful Thought & Communicates Understanding	5	
Total Grade	10	