

**Advanced Infant Development, CHFD 4090**

Spring 2007

MWF 9:05-9:55 Dawson 208

**Instructor: Jaime L. Dice, M.Sc.**

Office: 103A Dawson Hall Phone: 706-542-6873 e-mail: jdice@uga.edu

Office Hours: By appointment

**Course Description**

Advanced Infant Development is a survey course on current topics in research on human development between the ages of 0 and 3. The goal of this course is to engage students in exploring the most recent research in infant development. A major focus of this course is the unique challenges and benefits to studying humans in the early years of life. Students will learn to critically examine empirical research, theoretical perspectives, and the application of knowledge of early development.

**Course Objectives**

- Acquire knowledge about current issues in infant development
- Understand theories and methods used to generate knowledge about development in infancy
- Develop abilities in critical thinking through reading and group discussions
- 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

**Course Expectations**

This course is in the format of a seminar. Students are expected to actively participate in class discussion and to respect the viewpoints of others. In completing the readings, students should attempt to identify major concepts and definitions and to describe what part of the reading was not understood. Completion of this course requires the following: 1) attend class and participate in discussions and activities, 2) read assigned readings and select additional readings, 3) present on an article each week, 4) complete all written assignments, 5) complete 3 exams, and 6) complete a final paper and presentation.

**Required Readings:**

Available on WebCT

All students are required to have a University email account and must be able to access WebCT. All emails to the instructor should be sent via WebCT email to ensure delivery. 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 4 categories:

Participation & Attendance .....	150
Presentation & Summary of Articles .....	350
3 Exams (100 pts each exam) .....	300
Final Paper and Presentation.....	200

A	93 - 100	B-	80 - 82	D+	68 - 69
A-	90 - 92	C+	78 - 79	D	60 - 67
B+	88 - 89	C	73 - 77	F	0 - 59.
B	83 - 87	C-	70 - 72		

### **Participation and Attendance (150 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. 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.

- Participation will be graded at each class period (35 classes at 3 pts each = total 105 pts).
- Each student will make an appointment before Spring Break to meet with the instructor in her office for 15 minutes (10 pts).
- The student will develop 10 questions for classmates' projects to be turned in in class (2 pts each = total 20 pts).
- The student will develop 5 questions for each exam to be posted to WebCT and turned in in class (3 exams = 15 pts).

### **Reading and Summary Assignments (350 pts)**

Two to three readings will be assigned each week on a topic. Students are responsible for the material but are not expected to read all of the material.

- Each student will be assigned to a group who will read a group of the readings. Each student will write a one page summary of the reading, bring 2 copies to class and discuss it in class. Each summary and presentation of an assigned reading is 15 points (20 total = 300 pts).
- On Fridays, half of the class will bring in their own article on a topic of their choosing to present to the class. Articles must be from peer-reviewed journals. Each article presented on a Friday is worth 10 points (4 Fridays = 40 pts).
- Students will turn in 2 summaries of articles on their research topic worth 5 points each (2 summaries = 10 pts)

### **Exams (300 pts)**

There will be 3 exams that will assess understanding of and critical thinking about the reading materials and discussions from the course. These exams will consist of short-answer and essay questions that students will answer outside of class. APA citations and reference lists are required.

### **Research Paper & Presentation (200 pts)**

Students will prepare an 8- to 15-page paper on a topic of their choosing that is a critical review of empirical research. A minimum of 8 journal articles are required, at least 3 must be dated 2000 or later, and the citations must be in APA format (100 pts). Students will prepare a 15-minute powerpoint presentation about the topic of their research paper. Students will prepare a one-page handout of their presentation for the class. This handout is due to the instructor by 5pm the day before the presentation (100 pts).

## **Class Schedule and Readings**

### **Week 1: (1/8): Introduction and Review**

Learn to use PsychInfo and Refworks

### **Week 2: (1/15) Why is the Study of Infancy Important?**

#### Group A:

No Author. (2000). *What grown-ups understand about child development: A national benchmark survey*. Washington, DC: Zero to Three.

#### Group B:

Richter, L. M. (2004). Poverty, underdevelopment, and infant mental health. *Infant Mental Health Journal*, 25, 440-452.

#### All:

Nelson, C. A. (1999a). How important are the first three years of life? *Applied Developmental Science*, 3(4), 235-238.

**Friday: Group A members bring research article summary**

### **Week 3: (1/22) Theory and Method in Infant Research**

#### Group A:

Rovee-Collier, C. (1996). Shifting the focus from what to why. *Infant Behavior & Development*, 19(4), 385-400.

#### Group B:

Goldfield, E. C., & Wolff, P. H. (2002). Motor development in infancy. In A. Slater, & M. Lewis (Eds.), *Introduction to infant development* (pp. 61-82). New York: Oxford University Press.

#### All:

Muir, D., & Slater, A. (2000). Infancy research: History and methods. In D. Muir, & A. Slater (Eds.), *Infant development: The essential readings*. Malden, MA: Blackwell Publishers.

**Activity: bring several topics for research paper to class**

**Friday: Group B members bring research article summary**

### **Week 4: (1/29) Genes and Environment**

#### Group A:

Bouchard, T. J. (2004). Genetic influence on human psychological traits. *Current Directions in Psychological Science*, 13(4), 148-151.

Gottlieb, G. (2000). Environmental and behavioral influences on gene activity. *Current Directions in Psychological Science*, 9(3), 93-97.

#### Group B:

Reiss, D. (2005). The interplay between genotypes and family relationships: Reframing concepts of development and prevention. *Current Directions in Psychological Science*, 14(3), 139-143.

Powers, S. (2006). What can we learn from studying twins?: Exploring genetic and environmental contributions to human development. *Zero to Three*, 26(5), 9-14.

**Friday: Group A members bring research article summary**

### **Week 5 (2/5) Prenatal Development-mothers**

#### Group A:

DiPietro, J. A. (2004). The role of prenatal maternal stress in child development. *Current Directions in Psychological Science*, 13, 71-74.

#### Group B:

Slade, A. (2002). Keeping the baby in mind: A critical factor in perinatal mental health. *Zero to Three*, 22(6), 10-16.

**Exam 1 due, Paper organization workshop**

**Friday: Group B members bring research article summary**

**Week 6 (2/12) Social and Emotional Development**

Group A:

Reddy, V., & Trevarthen, C. (2004). What we learn about babies from engaging with their emotions. *Zero to Three, January*, 9-15.

Group B:

Moore, G. A., Cohn, J. F., & Campbell, S. B. (2001). Infant affective responses to mother's still face at 6 months differentially predict externalizing and internalizing behaviors. *Developmental Psychology*, 37, 706-714.

**Friday: Group A members bring research article summary**

**Week 7 (2/19): Neurological Development**

Group A:

Nelson, C. A. (1999b). Neural plasticity and human development. *Current Directions in Psychological Science*, 8, 42-45.

Group B:

Shonkoff, J., & Phillips, D. A. (2001). From neurons to neighborhoods: The science of early childhood development - an introduction. *Zero to Three*, 21(5), 4-7.

**Summary of 2 additional articles for research paper due**

**Week 8 (2/26): Perceptual Development**

Group A:

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(2), 149-219. **Only read 149-167.**

Group B:

Turati, C. (2004). Why faces are not special to newborns: An alternative account of the face reference. *Current Directions in Psychological Science*, 13, 5-8.

Baillargeon, R. (2004). Infants' physical world. *Current Directions in Psychological Science*, 13, 89-94.

**Friday: Exam 2 questions due**

**Midpoint**

**Week 9 (3/5): Cognitive Development**

Group A:

Bahrnick, L. E., Lickliter, R., & Flom, R. (2004). Intersensory redundancy guides the development of selective attention, perception, and cognition in infancy. *Current Directions in Psychological Science*, 13, 99-102.

Colombo, J. (2002). Infant attention grows up: The emergence of a developmental cognitive neuroscience perspective. *Current Directions in Psychological Science*, 11, 196-200.

Group B:

Sigman, M., Cohen, S. E., & Beckwith, L. (1997). Why does infant attention predict adolescent intelligence? *Infant Behavior & Development*, 20(2), 133-140.

Mareschal, D. (2000). Connectionist modelling and infant development. In D. Muir, & A. Slater (Eds.), *Infant development: The essential readings*. (pp. 55-65), Malden, MA: Blackwell Publishing.

**Friday: Group B members bring research article summary**

**SPRING BREAK**

### **Week 10: (3/19) Memory Development**

#### Group A:

Rovee-Collier, C. (1999). The development of infant memory. *Current Directions in Psychological Science*, 8, 80-85.

Howe, M. L. (2003). Memory from the cradle. *Current Directions in Psychological Science*, 12, 62-65.

#### Group B:

Trainor, L. J., Wu, L., & Tsang, C. D. (2004). Long-term memory for music: Infants remember tempo and timbre. *Developmental Science*, 7, 289-296.

**Friday: Student Presentation & Group A members bring research article summary**

### **Week 11: (3/26) Early Language Development**

#### Group A:

Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Baby wordsmith: From associationist to social sophisticate. *Current Directions in Psychological Science*, 15, 30-33.

#### Group B:

Fernald, A., & Hurtado, N. (2006). Names in frames: Infants interpret words in sentence frames faster than words in isolation. *Developmental Science*, 9(3), F33-F40.

#### All:

Jusczyk, P. W. (2002). Language development: From speech perception to first words. In A. Slater, & M. Lewis (Eds.), *Introduction to infant development* (pp. 145-164). New York: Oxford University Press.

**Friday: Student Presentation & Group B members bring research article summary**

### **Week 12: (4/2) Parenting**

#### Group A:

Finn, C. D. (2003). Cultural models for early caregiving. *Zero to Three, May*, 40-45.

#### Group B:

Solomon, J. (2003). The caregiving system in separated and divorcing parents. *Zero to Three, November*, 33-37.

Casper, V. (2003). Very young children in lesbian- and gay-headed families: Moving beyond acceptance. *Zero to Three, January*, 18-26.

**Friday: Student Presentation & Group A members bring research article summary**

### **Week 13: (4/9) Childcare**

#### Group A:

Marshall, N. L. (2004). The quality of early child care and children's development. *Current Directions in Psychological Science*, 13, 165-168.

Lally, J. R. (2003). Infant-toddler child care in the United States: Where has it been? Where is it now? Where is it going? *Zero to Three, September*, 29-34.

#### Group B:

Ahnert, L., Rickert, H., & Lamb, M. E. (2000). Shared caregiving: Comparisons between home and childcare settings. *Developmental Psychology*, 36, 339-351.

Gilliam, W. S., & Leiter, V. (2003). Early childhood programs: Improving quality and informing policy. *Zero to Three*, 23(6), 6-13.

**Friday: Student Presentation & Exam 3 questions due**

### **Week 14 (4/16): Infant Mental Health & Public Policy**

#### Group A:

Ramey, C. T., Ramey, S. L., & Cotton, J. N. (2002). Early intervention: Programmes, results, and differential response. In A. Slater, & M. Lewis (Eds.), *Introduction to infant development* (pp. 269-283). New York: Oxford University Press.

Group B:

Heckman, J., Grunewald, R., & Reynolds, A. (2006). The dollars and cents of investing early: Cost-benefit analysis in early care and education. *Zero to Three, 26(6)*, 10-17.

**Week 15 (4/23): Presentations**

**Week 16 (4/30): Wrap Up**

***Activity in Finals' Week: Presentations***

### **Course Policies**

**Turning in Assignments:** Students are responsible for turning in writing assignments at class time. Article summaries are due to be posted on WebCT by 5pm on the Sunday before they will be discussed in class. Excused absences will not result in a loss of points for presentation or attendance. Unexcused absences will lose 10 points if the student was scheduled to summarize an article on that class day. Late assignments will be docked 25% of the grade if turned in on the day they are due, 50% of the grade if turned in the next day, and will not be accepted more than 1 day late except under very unusual circumstances, which must be approved by the instructor. All written assignments must be typed in Times New Roman 12 point font. Margins should be one inch. One letter grade will be lost for assignments 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.**