College of Education
Department of Human Development & Quantitative Methodology

EDHD 412: INFANT DEVELOPMENT
Fall 2016

Course Meeting Time: Tuesday 9:30am-12:15pm
Location: Room 1105, Susquehanna

Instructor: Dr. Alexa Romberg
Office Hours: Wednesday 3:30-4:30 PM and by appointment
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TA: Amanda Burkholder
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Course Text

Gross, D. (2010). *Infancy: Development from birth to age three*, 2nd edition. Pearson.
The textbook will be supplemented with original research articles and other materials that will be made available on Elms.

Course Description

Infancy is the period of life when the most profound developmental changes occur. This course is designed to expose the undergraduate student to the unique developmental processes and benchmarks that characterize infancy and the science by which we learn about such processes. This course is particularly relevant to students who are considering careers that may involve infants and children, including developmental scientists, early childhood educators, pediatricians, infant mental health providers, pediatric occupational and physical therapists and family support providers.

Students will explore development across domains, including perceptual, motor, cognitive, language, social, and emotional functioning. Scientific evidence regarding development from the prenatal period through the third year of life will be reviewed. Further, students will consider the impact of specific biological and environmental factors on infant development (e.g., prematurity, parental mental health, poverty). The various research methods used to study infants will be presented as well as the key theoretical issues in the field.

Course Objectives

- To familiarize students with the major theories that inform an understanding of infant development and developmental science generally
- To provide students with a foundational knowledge base of the research on infant development and considerations for the design and conduct of developmental science research.
- To increase students' conception of the unique developmental processes that occur in this early period of life, specifically regarding brain development, physical growth, motoric and perceptual skills, cognitive and linguistic development, and social-emotional functioning.
- To develop students' critical thinking skills and their ability to integrate information across subfields of development

Course Components

In-class assignments (9 of 12)	5%
Homework	10%
Final Paper	10%
In-class exams (3)	75%

Excellent mastery of subject	A+	$98\% \leq g$	C+	$78 \leq g < 80\%$	Acceptable mastery of subject
	A	$92 \leq g < 98\%$	C	$72 \leq g < 78\%$	
	A-	$90 \leq g < 92\%$	C-	$70 \leq g < 72\%$	
Good mastery of subject	B+	$88 \leq g < 90\%$	D+	$68 \leq g < 70\%$	Borderline understanding of subject
	B	$82 \leq g < 88\%$	D	$62 \leq g < 68\%$	
	B-	$80 \leq g < 82\%$	D-	$60 \leq g < 62\%$	
g = final grade			F	< 60%	Failure

In-class assignments

Most classes will include time to complete a specific assignment, typically done in groups of 2 or 3. These assignments can *only* be turned in at the end of the assigned time during class. These assignments will be graded on a scale of 0-2 points. The best 75% of each student's in-class assignment grades will be included in the final score. For example, assuming a total of 12 in-class assignments, a student's best 9 scores will make up their final grade for this component. Missing in-class assignments will be scored a 0 and cannot be made up even if the absence is excused.

Homework

There will be 3 homework assignments consisting of writing a brief (300-500 word) response to a prompt. The purpose of these assignments is to help students practice applying the concepts discussed in class. Students may discuss the assignments with each other and with the instructor, but all writing must be done independently.

Final Paper
There will be one paper assignment due at the end of the semester. The assignment will be discussed in class and posted on Elms. These papers should be approximately 1500 words (about 3 pages single spaced). Students may discuss the assignments with each other and with the instructor, but all writing must be done independently.

Homework and Final Papers will only be accepted as Word documents submitted through Elms. There will be a full grade deduction (10%) for each day of the week late that these assignments are turned in unless the student provides documentation **consistent with university policy for excused absences**. In that case, an alternate due date will be determined by the instructor and any assignments turned in past that due date will be subject to the same 10% daily grade decrement.

In-class exams
There will be 2 mid-terms and a final exam. each worth 20% of the final grade. These exams will consist of multiple choice questions. While the content will draw primarily (though not exclusively) on the content since the last exam, the course themes will be present throughout and a growing and cumulative understanding of those themes is expected. Make-up exams will only be offered if the student provides documentation **consistent with university policy for excused absences**.

University Policies

Please refer to the university policies website for all course related university policies.
http://www.ugst.umd.edu/courserelatedpolicies.html

All students are expected to be familiar with these policies, including that on plagiarism and academic integrity.

Overview of Course Content

Session	Date	Topic	Area
1	30-Aug	Overview & Prenatal development	Physical
2	6-Sep	Newborn babies, Growth & Nutrition	Physical
3	13-Sep	Understanding developmental research findings	Theory/Applications
4	20-Sep	Motor Development	Physical
	21-Sep	HOMEWORK 1 DUE 8:00 AM ELMS**	
5	27-Sep	Exam 1**	
6	4-Oct	Development as a dynamic system	Theory
7	11-Oct	Postnatal visual development & face perception	Perceptual/Cognitive
8	18-Oct	Language Acquisition & Speech Perception	Cognitive
9	25-Oct	Memory	Cognitive
	26-Oct	HOMEWORK 2 DUE 8:00 AM ELMS**	
10	1-Nov	Exam 2**	
11	8-Nov	Brain Development	Physical/Cognitive
12	15-Nov	Social and emotional development	Social
13	22-Nov	Atypical development	Theory/Applications
14	29-Nov	Child care and early interventions	Applications
	30-Nov	HOMEWORK 3 DUE 8:00 AM ELMS**	
15	6-Dec	Bringing it together/wrap-up	Theory
	12-Dec	FINAL PAPER DUE 11:59 PM ELMS**	
	Not yet assigned	EXAM 3**	

**** University policy on excused absences applies to these assignments.**

Reading by week EDHD 412

Infancy = the course textbook
All other readings will be posted on Elms.

Week 1: Overview and prenatal development

- Infancy Chapter 1: *Why do we study infants?; Recurring themes in the study of child development*
- Infancy Chapter 3: *Conception; Prenatal Development; Prenatal Influences*

Week 2: Newborn period, growth and nutrition in the first year

- Infancy Chapter 4: *Complications of childbirth; Neonatal assessment*
- Infancy Chapter 5 MOST [skip Brain Development]

Week 3: Understanding developmental research findings

- Infancy Chapter 2 all sections
- From Neurons to Neighborhoods: The Science of Early Childhood Development. Chapter 4. Making Causal Connections [skip section on Causal inference in applied research]

Week 4: Motor Development

- Infancy Chapter 6: *Motor Development*
- Adolph, K. E., & Robinson, S. R. (2013). The road to walking: What learning to walk tells us about development. *Oxford handbook of developmental psychology*, *1*, 403-443. [ours has page number 1-42]: ***Introduction; Starting Point, Precursors; Onset; Improvements***

Week 5: Exam 1, no additional reading

Week 6: Development as a dynamic system

- Adolph, K. E., & Robinson, S. R. (2013). The road to walking: What learning to walk tells us about development. *Oxford handbook of developmental psychology*, *1*, 403-443. [ours has page number 1-42]: ***Sequelae***
- *Blumberg, M. S. (2005). Basic instinct: The genesis of behavior. Basic Books.* ***Chapter 5***

Week 7: Visual development and face perception

- Infancy Chapter 6: *Sensory abilities and perceptual development*
- Pascalis, O., de Haan, M., & Nelson, C. A. (2002). Is face processing species-specific during the first year of life?. *Science, 296,* 1321-1323.

Week 8: Language acquisition and speech perception

- Infancy Chapter 8 all sections
- **Article TBD**

Week 9: Memory

- Infancy Chapter 7 *Cognitive science perspectives*
- Rovee-Collier, C. (1999). The development of infant memory. *Current Directions in Psychological Science*, *8*(3), 80-85.

Week 10: Exam 2, no additional reading

Week 11: Postnatal brain development

- Infancy Chapter 5: *Brain Development*
- **Article TBD**

Week 12: Social and emotional development

- Infancy Chapter 9: *Infant-caregiver relationships; Disturbances in infant-caregiver relationships; Developing trust, becoming attached*
- Infancy Chapter 10: *Emotions*

Week 13: Atypical development

- Karmiloff-Smith, A. (1998). Development itself is the key to understanding developmental disorders. *Trends in cognitive sciences*, *2*(10), 389-398.

Week 14: Child care and early interventions

- Infancy Chapter 11 all sections
- From Neurons to Neighborhoods: The Science of Early Childhood Development. Chapter 4. Making Causal Connections [section on Causal inference in applied research only]

Week 15: Bringing it together/wrap-up

- Reading TBD