

## **DEVELOPMENT IN INFANCY**

Fall 2017, 3 Credit Hours

Course Website      Canvas, enter via CIS or <https://utah.instructure.com/>

Class Meets          Online

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*This syllabus is not a binding legal contract. With reasonable notice to students, the instructor may modify the syllabus and course schedule at any time, to accommodate the needs of the class. Should you have any questions or concerns, it is your responsibility to contact the instructor for clarification.*

**Instructor**                      Stacia Valerie Bourne, M.S.  
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**Office Hours**                      By appointment. We can talk by phone or via Skype. If you would like to talk, then please email me to exchange information and set up a time to connect.

### **Required Materials**

- Fogel, A. (2014). *Infancy: Infant, Family, and Society* (6<sup>th</sup> Edition). Sloan Publishing (see [http://www.sloanpublishing.com/chronological\\_infant\\_development](http://www.sloanpublishing.com/chronological_infant_development)). We are using the text structured chronically. Make sure you purchase the 6<sup>th</sup> edition because it is substantially different from earlier editions. It is available at the [campus bookstore](#).
- *Additional readings* (posted on Canvas)

### **Course Format**

Students learn best from active engagement with the materials. That being said, each student will have a unique style of learning. Therefore, various teaching methods will be used, including lecture, video, discussions, and other activities.

### **Course Description**

PSY 3215 Development in Infancy (3) Fulfills Social/Behavioral Science Exploration. In-depth examination of development through the prenatal period, infancy, and early childhood. Consideration of physical, intellectual, and social development, with emphasis upon the child in various contexts (e.g. family, culture, school, community).

### **Course Objectives**

The objectives for this course are based on the Department of Psychology's Learning Outcomes (see here: <https://psych.utah.edu/undergraduate/>). In general, I would like you to come away

with better knowledge about how infants and young children develop from the prenatal period through age 3 years of age; discernment about which sources of information to trust and use; skills to communicate reliable information about early development in several ways (oral, written, visual); and I hope a sense of wonder about all the amazing things that go on in babies' and young children's development!

**Specifically, by the end of this semester, you will be able to:**

- Describe key concepts, principles, and themes regarding development from the prenatal period through infancy and early childhood (until 3 years of age) and develop a working knowledge of this area. Explain how development is embedded within physical, social and cultural environments. List some risk factors and describe the field of Infant Mental Health. [Learning Objective 1-Knowledge base in psychology]
- Demonstrate information literacy regarding developmental psychology, such as knowing where to find reliable information that is research based, distinguishing reliable from unreliable information, and knowing how to use information in (oral, written, and visual) communication. This also includes the ability to describe ways that research is done with infants and young children, and know how to interpret, design, and conduct basic psychological research. [2-Scientific Inquiry and Critical Thinking]
- Demonstrate effective communication skills for different purposes, including academic writing, blog writing, and visual presentation of research findings. [4-Communication]
- Apply what you learned in class in several ways. [5-Professional Development]

**Evaluation Methods (Assignments)**

There will be no exams in this course. Instead, there will be assignments throughout the semester aimed at integrating what you've learned from the readings and classes. The best way to learn is to teach! The more actively involved you can be in finding, processing, and presenting relevant and appropriate information, the better you will remember it. In this class, we will use various forms of applied learning.

Here are assignments and how they are related to the learning objectives (LO) for the semester:

1. **Introduce yourself** on Canvas (in the first two weeks of classes; 10 points).
2. **Weekly quizzes** (15 points x 12 weeks, for 180 possible points): Every week, you will be asked to complete an online quiz on Canvas about the readings and lecture videos for that week. The quiz will consist mostly of multiple choice and true/false answers. To do well on the quizzes, it is essential that you keep up with the textbook readings and watch the videos. Your lowest 2 quiz scores will be dropped. [LO-1]
3. **Weekly Reflections and Questions** (20 points x 6 weeks, for 120 possible points). You are only required to post 6 reflections out of the 15 weeks. Reflections are designed to help you engage actively with the material. Every week, you will have the chance to post about what stood out to you the most and what you still have questions about. [LO-1 and 3]
4. **Blog Post** (130 points). This assignment's objective is to conduct a critical analysis of a product or service that is marketed toward parents of young children. You will need to use at least one peer-reviewed research article. By writing a blog post about this, you practice

critical thinking skills, writing skills, and presentation/teaching skills. The blog post assignment has two parts: a) write the blog post according to the instructions and post on Canvas for grading (100 points); 2) comment on others' posts (30 points). Detailed instructions will be posted on Canvas. [LO-2, 4, and 5]

5. **Case Study Paper** (220 points). Conduct a case study on a question of your choice, related to development in the prenatal, infancy, and/or early childhood periods. I encourage you to choose a topic related to your own development, so that the topics you learned about become personally relevant. However, you may also opt to write the paper on an infant, young child, or pregnant woman that you know. You will be required to do a 'case study' on this topic, by doing an interview (e.g., with your own parent(s) and/or siblings; with a parent of a young child, with a pregnant woman or expecting dad) or an observation of an infant or young child. Integrate materials from class (incl. readings) and at least two peer-reviewed research articles with your findings. The paper will be approximately 4 to 6 pages, double-spaced). Details will follow on Canvas. [LO-2, 4, and 5]
6. **Final Assignment** (60 points). At the end of the semester, we will do an assignment that integrates information from the semester. The assignment involves creating ideas for a prevention or intervention for at-risk children in the age group prenatal through early childhood. Details will follow on Canvas. [LO-5]

#### Grading

Evaluation Method	Points	Approx. Weight
<b>Introduction post</b>	<b>10 points</b>	<b>1%</b>
<b>Weekly quizzes</b>	<ul style="list-style-type: none"> <li>• 1 practice quiz worth 0 points</li> <li>• 14 weekly quizzes posted, 15 points each</li> <li>• Highest 12 scores retained (2 scores dropped)</li> <li>• 15 points x 12 weeks =</li> </ul> <b>180 points</b>	<b>26%</b>
<b>Weekly Reflections and Questions</b>	<ul style="list-style-type: none"> <li>• 15 weekly reflections posted, 20 points each</li> <li>• Highest 6 scores retained (9 scores dropped)</li> <li>• 20 points x 6 weeks =</li> </ul> <b>120 points</b>	<b>17%</b>
<b>Blog Post</b>	<ul style="list-style-type: none"> <li>• 100 points for completing the assignment</li> <li>• 30 points for responding to two of your peers' posts</li> </ul> <b>130 points</b>	<b>19%</b>
<b>Case Study Paper</b>	<ul style="list-style-type: none"> <li>• 20 points for submitting a plan for the Case Study Paper</li> <li>• 180 points for the Case Study Paper</li> </ul> <b>200 points</b>	<b>29%</b>
<b>Final Assignment</b>	<b>60 points</b>	<b>9%</b>
<b>TOTAL</b>	<b>700 points</b>	

**Lower limits for grades:** A (93%), A- (90%), B+ (87%), B (83%), B- (80%), C+ (77%), C (73%), C- (70%), D+ (67%), D (63%), D- (60%), E (<60%)

### **Extra Credit**

Up to 20 points may be earned in extra credit points. The current extra credit assignment offered is to watch an episode from *The Raising of America* and answer questions. Other options may be available, depending on students' needs and interests.

### **Student Rights and Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee. For Student Rights and Responsibilities, see <http://www.regulations.utah.edu/academics/6-400.html>

### **Department of Psychology Undergraduate Academic Misconduct Policy**

The Department of Psychology has a zero tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. This applies to any work students turn in for evaluation or course credit. Definitions can be found in the Student Code at <http://www.regulations.utah.edu/academics/6-400.html>

If you are suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). **If you are found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program**, consistent with both University and Psychology Department Policy.

Minor offenses (plagiarism in written work) include failure to use citations correctly, because of lack of understanding of proper procedures for crediting ideas, rather than intention to cheat (with no evidence of lifted/stolen text. Major Offenses include:

1. Cheating on a test, quiz, problem set, or other independent work
2. Plagiarism in written work: Copying any quantity of text from another source or another student without quoting and citing the copied text.
3. Plagiarism in written work: Flagrant misuse of citations, such that a student clearly attempted to represent ideas that were not his/hers as if they were, even if the ideas were presented in the student's own words.

Both minor and major offenses will have consequences, as outlined in the full Psychology Department Policy. Assignments turned in on Canvas will be screened using Turnitin, and the above policy will be followed when misconduct is found.

## **Course Expectations**

As your instructor, I expect

- That you log into the course on a regular basis (3-5 times a week), complete work in a timely manner and ask questions.
- That you keep your computer and online access up to date, so you are able to receive and read messages, be aware of due dates, upload assignments on Canvas, etc.
- Communication is key! Let me know when you need help!

You can expect from me

- I will be your guide by your side through the learning process. I will be available to you in several ways: email, telephone, discussion board. You can expect to "see" me in this course several days a week.

## **Student Support & Accommodations**

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. More information can be found in the CDS Student Handbook: <http://disability.utah.edu/documents/CDS-Student-Handbook.pdf>.

### **Scheduling Accommodations**

Consistent with Section Q of the University's Policy for Instruction and Evaluation, to be found at <http://regulations.utah.edu/academics/6-100.php>, I am willing to accommodate university activities as well as values-based obligations (including religious or other values-based activities) that conflict with course activities. No later than the end of the second week of the semester, please send me an e-mail with the nature and date of your anticipated absence (earlier if your conflict occurs before that deadline). That will give us time to work out a way for you to make up any missed work.

### **Content Accommodations**

There will be no content accommodations in this class. Please review the syllabus and topics carefully and be sure that you are able to engage all of the topics we will be covering this semester.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu)

(801-581-7776). The Counseling Center is another excellent resource, offering services that include counseling and a mindfulness clinic (see <http://counselingcenter.utah.edu>).

### **Veterans Center**

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu>. Please also let me know if you need any additional support in this class for any reason.

### **LGBT Resource Center**

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone\*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

### **Academic Calendar**

<http://www.sa.utah.edu/regist/calendar/datesDeadlines/deadlines.htm>

## Course Schedule

For the purpose of this class, weeks run from Monday through Sunday. Assignments are due by Sunday evening at 11:59 pm (right before midnight)

Week	Date	Topic/Description	Reading	Assignment
1	Aug. 21-27	Introduction	Chapter 1	<ul style="list-style-type: none"> <li>• <i>Optional quiz</i></li> <li>• Weekly Reflection</li> <li>• <b>Introduce yourself!</b></li> </ul>
2	Aug. 28-Sep. 3	Prenatal development & Birth	Chapter 2	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
3	Sep. 4-10	Perinatal risk	Chapter 3 <i>Additional reading*</i>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
4	Sep. 11-17	The developing brain	Chapter 4	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
5	Sep. 18-24	The first two months	Chapter 5	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
6	Sep. 25-Oct. 1	2 to 5 months	Chapter 6 <i>Additional reading</i>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> <li>• <b>Blog Post</b></li> </ul>
7	Oct. 2-8	6 to 9 months	Chapter 7 <i>Additional reading</i>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> <li>• <b>Comment on Others' Blog Posts</b></li> </ul>
	Oct. 9-15	<b>FALL BREAK</b>		
8	Oct. 16-22	10 to 12 months	Chapter 8	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> <li>• <b>Plan for Case Study Paper</b></li> </ul>
9	Oct. 23-29	Attachment	Chapter 8 <i>Additional reading</i>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
10	Oct. 30-Nov. 5	12 to 18 months	Chapter 9	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
11	Nov. 6-12	18 to 24 months	Chapter 10	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
12	Nov. 13-19	24 to 36 months	Chapter 11 <i>Additional reading</i>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> <li>• <b>Case Study Paper</b></li> </ul>
13	Nov. 20-26	The End of Infancy	<i>Additional reading</i>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
	Nov. 23-26	<b>THANKSGIVING BREAK</b>		
14	Nov. 27-Dec. 3	Infant Mental Health	Chapter 12 (pp. 434-447) <i>Additional reading</i>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Reflection</li> </ul>
15	Dec. 4-10	The Effects of Infancy	Chapter 12 (pp. 427-433)	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• <b>Final Assignment</b></li> </ul>

\* When it says "**Additional reading**", an additional reading (usually a research article) may be assigned, but not necessarily. When we will have additional readings, I will let you know at least two weeks in advance!