

The Developing Child: Infancy (Fall 2015)
(HDCD 6319; HCS 6357; PSYC 6357)
Thursdays 4:00-6:30pm; Callier Center Richardson 1.212
Dr. Cynthia A. Frosch

Professor Contact Information:

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Office Hours: Callier Center - immediately following class or by appointment

Course Prerequisites:

Courses in psychology or child development are helpful. This is a core course in the HDCD program and should be taken during the student's first semester in the program.

Course Description:

Welcome to The Developing Child: Infancy! As you will discover, *infancy* is fascinating to study because it is a time of rapid growth and change. This semester, we will examine the development of children from conception through 36 months of age, with an emphasis on birth – 2 years. We will examine continuity and change across several domains (including physical, motor, cognitive, and socio-emotional development), the mechanisms of developmental change, individual differences in development, and the practical applications of this research.

Course Goals:

Upon completion of this course, students should: 1) have knowledge about milestones in early childhood development, 2) be able to comprehend and apply major developmental theories, 3) understand methodologies used in early childhood research and 4) be able to critically evaluate published research in early child development. It is also hoped that this course will promote students' independent and critical thinking, further develop students' abilities to communicate effectively, and give students greater appreciation for the science of child development.

Primary Competencies:

This course will also cover information relevant to the following competencies specified by the Texas Interagency Council as required for future recognition as an early intervention specialist (EIS).

PD1- The EIS knows basic principles of child development and recognizes typical developmental milestones in children birth to 36 months of age.

PD9- The EIS knows the types and significance of interactions among infants and toddlers, and utilizes both spontaneous and planned activities to promote positive peer interactions.

PROF 12- The EIS understands how adult expectations influence children's development.

Student Learning Objectives/Outcomes:

1.1. Students will identify and describe key milestones of early childhood development across several domains, including physical, cognitive, and social development.

1.2. Students will comprehend and have the ability to apply and describe major developmental theories and themes in early childhood development.

1.3. Students will recognize and describe social influences on development.

6.1. Students will develop the ability to critically evaluate published research in early childhood development.

Required Text and Readings

This is a reading intensive course. Selected readings are not meant to provide an exhaustive discussion of each topic but rather, these readings will serve as a springboard for student learning and critical thinking.

Fogel, A. (2014). *Infancy: Infant, family, & society, 6th edition*. Cornwall-on-Hudson, NY: Sloan Publishing.

Course readings: <http://utdallas.docutek.com/eres/coursepage.aspx?cid=1902> (enter password)

The assigned reading list WILL LIKELY CHANGE over the course of the semester. It is the student's responsibility to know all changes announced to the syllabus. Changes will be discussed in class and will reflect students' interests and the flow of in-class discussions and discussion board posts. Please read the assigned chapters and articles **before class**. This will enable you to be an active participant in class discussions and will promote mastery of class material. Information from assigned readings will be covered on exams.

Grading Policy and Course Requirements: I am most concerned that students in this course engage actively in their own learning and gain knowledge that will help them in their future roles as students, professionals, and/or parents. However, I am required to quantitatively assess students' knowledge of course material. Final grades will be calculated as follows: A = 90% and above (810 points), B = 80-89% (720 points), C = 70-79% (630 points), F = below 70%. +/- may be given at the discretion of the professor. *If at any time you have concerns about your grade or a particular aspect of the course, please schedule an appointment to talk with me.*

Class Participation: Students are expected to attend each class and fully participate in class discussions. In addition, students will be asked to participate in a variety of activities that will help me to assess student learning. Arriving to class more than 5 minutes late or leaving more than 5 minutes early will result in 0 points for the day, unless approved prior to class by the instructor. You may miss two classes without penalty. **(10 opportunities @ 10 points each = 100 points)**

Discussion Board Posts: Students are required to post thoughtful, relevant, and detailed comments about one or more of the assigned readings on the class discussion board (e-learning) before 8:00pm on TUESDAY evening, two days before the reading is to be discussed. Your comments/questions will form the foundation for our class discussions. Late posts (8:01pm on Tuesday or later) will negatively impact your grade. Although there will be twelve discussion board post opportunities this semester, *ten discussion board posts will contribute a maximum of 200 points towards your final grade (10 opportunities @ 20 points each)*. I will provide feedback on your first post to help you gauge whether your post is appropriate in length, detail, and content. You must proofread your posts to be sure that they are free of errors and are easily readable by your fellow classmates. Posts that are not proofread will result in a lower grade. **(10 opportunities @ 20 points each = 200 points)**

Discussion Leadership & Reflection: Each student will take the lead for one class period and will be responsible for co-facilitating a discussion of the day's topic. Your role will include: (1) providing an appropriate review of the topic, (2) reading and synthesizing students' comments and questions about the topic (from the Discussion Board) and (3) planning and facilitating an activity that extends students' learning. **You must coordinate with the instructor at least one full week prior to your Leadership date.** Following your discussion leadership, you will complete a self-assessment to further support your personal and professional development. **(100 points)**

Exams: The mid-term and final exams will require you to display your knowledge about information from lectures, class discussions, and assigned readings. The exams may consist of multiple choice, short answer, matching and/or essay questions. The final exam is cumulative and will cover information from the entire course. (**Midterm = 200 points; Final = 300 points**)

Summary of Grading:

STUDENT SCORE

Class Attendance/Participation	100 pts	_____
Discussion Board Posts	200 pts.	_____
Discussion Leadership	100 pts.	_____
Midterm Exam	200 pts.	_____
Final Exam	300 pts.	_____
Total	900 Points	_____

General Course Policies

Attendance and Class Preparation:

Attendance is required. If you miss a class, please get the notes from another student. Students are expected to come to class prepared. This means completing the assigned readings before class, so that you can ask questions and be prepared for the day's lecture, discussion, or in-class activity. Remember, active participation in this course is part of your grade. Please bring your syllabus, text, and the assigned readings to class each day.

*Students may miss 2 classes without penalty. Inconsistent attendance will negatively affect your grade if more than 2 (excused or unexcused) classes are missed. There are **no** make-ups for in-class activities.*

Make-up Exams:

Make-up exams will **only** be given under uncontrollable, special circumstances. Please contact me as soon as possible about missing an exam (and only **before** an exam is given unless there is an extreme personal medical emergency that requires hospitalization). The make-up exam may be different (and more difficult) than the exam distributed on test day. An unexcused missed exam will earn a grade of 0.

Key Links:

E-Learning:

<https://elearning.utdallas.edu/webapps/portal/frameset.jsp>

UTD Library:

<http://www.utdallas.edu/library/>

In the event that the course reserves link is not working, you may search articles assigned for this course by selecting the database *PsychInfo* under "Find Articles and Databases"

Respect for Others in the Class:

It is expected that students will listen to and respect each other's insights during class. During some class sessions, students may be asked to work in groups. It is expected that students will work in a collegial manner. Any problems or difficulties should be brought to the course instructor for resolution.

Cell Phones and Use of Technology:

Please turn off and put away cell phones during class meetings, as they can be a distraction to the instructor and your fellow classmates. Please refrain from e-mailing, messaging, web browsing, or other forms of entertainment during class.

In-class use of laptops is reserved for HDCD 6320 note taking only. If you choose to use your laptop for non-course purposes, you will not be permitted to use your computer for the remainder of the semester.

Except for students who require audio recordings of course lectures due to documented learning and/or language differences, students are not permitted to audio record class without prior approval from the instructor.

UTD Course Policies:

All students should review the UTD Course Policies: <http://go.utdallas.edu/syllabus-policies>
Your continued enrollment in this course indicates your agreement to abide by these policies.

Course Outline & Assignments

Topics may be revised or rescheduled as needed during the semester. Required readings may also be added or revised.

<u>Date</u>	<u>Lecture and Discussion Topic</u>
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8/27	Course Overview: Thinking About and Observing Infant Development
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9/3	From Past to Present: Perspectives on Infancy Fogel, Chapter 1
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Featured Topic: Development in Context - Understanding Infant Development in Texas & the US

Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. *In: W. Damon & R. Lerner (Eds.), Handbook of child psychology: Volume 1: Theoretical models of human development* (5th ed.) (pp. 993-1028). Hoboken, NJ: John Wiley & Sons, Inc.

What grown-ups understand about child development: A National Benchmark Survey
<http://main.zerotothree.org/site/DocServer/surveyexecutivesummary.pdf?docID=821>

State Baby Facts: Texas
<http://www.zerotothree.org/public-policy/state-community-policy/baby-facts/texas-baby-facts.pdf>

9/10	Prenatal Development and the Birth Experience Fogel, Chapter 2
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Featured Topic: The Birth Experience

Reisz, S., Jacobvitz, D., & George, C. (2015). Birth and motherhood: Childbirth experience and mothers' perceptions of themselves and their babies. *Infant Mental Health Journal*, 36, 167-178.

Janssen, P. A., Ryan, E. M., Etches, D. J., Klein, M. C., & Reime, B. (2007). Outcomes of planned hospital birth attended by midwives compared with physicians in British Columbia. *Birth*, 34, 140-147.

Duperron, L. (2011). Should patients be entitled to cesarean section on demand? YES. *Canadian Family Physician*, 57, 1246-1248. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3215597/>

9/17	The Fetus and Newborn Fogel, Chapter 3
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Featured Topic: Genetic and Environmental Contributions

Prenatal drug exposure

Eiden, R. D., Godleski, S., Schuetze, P., & Colder, C. R. (2015). Prenatal substance exposure and child self-regulation: Pathways to risk and protection. *Journal of Experimental Child Psychology*, 137, 12-29.

Body Burden: Pollution in Newborns

<http://www.ewg.org/research/body-burden-pollution-newborns>
<http://www.ewg.org/research/body-burden-pollution-newborns/frequently-asked-questions>

Epigenetics:

<http://www.nature.com/news/epigenetics-the-sins-of-the-father-1.14816>

9/24 Brain Development and the Nervous System

Fogel, Chapter 4

Featured Topic: Early Brain Development

Explore and Interact with the Baby Brain Map

<http://www.zerotothree.org/child-development/brain-development/baby-brain-map.html>

Read: <http://www.zerotothree.org/child-development/brain-development/faqs-on-the-brain.html>

Siegel, D.J. (2012). *The developing mind: How relationships and the brain interact to shape who we are*, 2nd ed. Chapter 1. New York: Guilford Publications.

<http://www.drdsiegel.com/pdf/Chapter%20excerpt%20from%20TDM%202nd%20Ed..pdf>

Harvard University Center on the Developing Child - Key Concepts: Brain Architecture

http://developingchild.harvard.edu/key_concepts/brain_architecture/

10/1 The First Two Months

Fogel, Chapter 5

Featured Topic: Imitation

Meltzoff, A. N. & Moore, M. K. (1994). Imitation, memory, and the representation of persons. *Infant Behavior and Development*, 17, 83-99.

Hayne, H. (2002). Thoughts from the crib: Meltzoff and Moore (1994) alter our views of mental representation during infancy. *Infant Behavior and Development*, 25, 62-64.

Featured Topic: Supporting the Breastfeeding Relationship

Schoenfelder, S. L., Wych, S., Willows, C. A., Harrington, J., Christoffel, K. K., & Becker, A. B. (2013). Engaging Chicago hospitals in the Baby-Friendly Hospital Initiative. *Maternal and Child Health Journal*, 17, 1712-1717.

Baby Friendly Hospital Initiative (read through the links on this website)

<https://www.babyfriendlyusa.org/>

10/8 Two to Five Months

Fogel, Chapter 6

Featured Topic: The Transition to Parenthood and Early Coparenting

Schoppe-Sullivan, S. J., & Mangelsdorf, S. C., (2013). Parent characteristics and early coparenting behavior at the transition to parenthood. *Social Development*, 22, 363-383.

McHale, J. P., & Kuersten-Hogan, R. (2007). What is coparenting and why is it important? Chapter 1. *Journal of Zero to Three*. Washington, DC: Zero to Three. Retrieved from:

http://main.zerotothree.org/site/DocServer/Coparenting_extract.pdf

Featured Topic: Cultural Perspectives on Early Parenting

DeLoache, J., & Gottlieb, A. (2000). A world of babies: Imagined childcare guides for seven societies (pp. 1-28). Cambridge University Press.

10/15 MID-TERM EXAM

10/22 Six to Nine Months

Fogel, Chapter 7

Featured Topic: Language and Early Foundations of Literacy

Topping, K., Dekhinet, R., & Zeedyk, S. (2013). Parent–infant interaction and children’s language development, *Educational Psychology*, 33, 391-426.

Early Literacy. Retrieved from: <http://www.zerotothree.org/child-development/early-language-literacy/earlyliteracy2pagehandout.pdf>

Featured Topic: Infant Temperament

Allard, L. T., & Hunter, A. (2010). *Understanding temperament in infants and toddlers*. Vanderbilt Center on the Social and Emotional Foundations for Learning. Retrieved from: <http://csefel.vanderbilt.edu/resources/www/wwwb23.html>

Rothbart, M. K., & Hwang, J. (2002). Measuring infant temperament. *Infant Behavior and Development*, 25, 113–116.

10/29 Ten to Twelve Months

Fogel, Chapter 8

Featured Topic: Attachment

Weinfield, N. S., Sroufe, L. A., Egeland, B., & Carlson, E. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J. Cassidy & P. Shaver (Eds.) *Handbook of attachment: Theory, research, and clinical applications*, 2nd ed (pp. 78-101). New York: Guilford Press.

Relationships: The Heart of Development and Learning Retrieved from: <http://www.zerotothree.org/public-policy/state-community-policy/nitcci/multidisciplinary-consultant-module-1.pdf>

11/6 Twelve to Eighteen Months

Fogel, Chapter 9

Featured Topic: Physical and Motor Development

Adolph, K. E., Cole, W. G., Meghana, K., Garciaguirre, J. S., Badaly, D., Lingeman, J. M., Chan, G. L. Y., & Sotsky, R. B. (2012). How do you learn to walk? Thousands of steps and dozens of falls per day. *Psychological Science*, 23, 1387-1394.

Featured Topic: Early Child Care

Bradley, R. H. (2010). From home to day care: Chaos in the family/child-care mesosystem (135-153). In G. W. Evans & T. D. Waches (Eds.), *Chaos and its influence on children's development: An ecological perspective. Decade of behavior (science conference)* (pp. 135-153). Washington, DC, US: American Psychological Association. Retrieved from: <http://psycnet.apa.org.libproxy.utdallas.edu/books/12057/009.pdf>

Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K. A., McCartney, K., Owen, M. T., & The NICHD Early Child Care Research Network (2007). Are there long-term effects of early child care? *Child Development*, 78, 681-701.

Summary: How Early Child Care Affects Later Development
Retrieved from: Harvard University Center on the Developing Child:
<http://developingchild.harvard.edu/index.php/.../83/>

11/13 Eighteen to Twenty-Four Months Fogel, Chapter 10

Featured Topic: Smart Toys & Baby Media

DeLoache, J. S., Chiong, C., Sherman, K., Islam, N., Vanderborght, M., Troseth, G. L., Strouse, G. A., & O'Doherty, K. (2010). Do babies learn from baby media? *Psychological Science*, 21, 1570-1574

Probing Question: Do Educational Products Make Babies Smarter? (2007)
Retrieved from: <http://news.psu.edu/story/141320/2007/03/19/research/probing-question-do-educational-products-make-babies-smarter>

Guyton, G. (2011). Using toys to support infant-toddler development and learning. *Young Children*, September, 50-56.
Retrieved from:
https://www.naeyc.org/files/yc/file/201109/Using%20Toys_Guyton_Online_0911.pdf

Featured Topic: Autism and Early Diagnosis

Volkmar, F. R., & Reichow, B. (2014). Infants and toddlers with autism: The promise and the challenges. *International Journal of Speech-Language Pathology*, 6, 11-14.

11/20 Twenty-Four to Thirty-Six Months Fogel, Chapter 11

Featured Topic: Siblings and Peers

McGaha, C. G., Cummings, R., Lippard, B., & Dallas, K. (2011). Relationship building: Infants, toddlers, and 2-year-olds. *Early Childhood Research and Practice*, 13, 1-10.
<http://ecrp.uiuc.edu/v13n1/mcgaha.html>

Teti, D. M., & Ablard, K. E. (1989). Security of attachment and infant-sibling relationships: A laboratory study. *Child Development*, 60, 1519-1528.

Featured Topic: Pretense and the Importance of Play

Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Does Play Matter? The Blog at Huffington Post
http://www.huffingtonpost.com/roberta-michnick-golinkoff/does-play-matter_b_5482638.html

The Power of Play: Learning through play from birth to three. *Journal of Zero to Three*.
Washington, DC: Zero to Three. Retrieved from
<http://main.zerotothree.org/site/DocServer/ThePowerofPlay.pdf;jsessionid=A3ED621E259100C3DEF3FB7DFF6308DA.app217c?docID=161>

11/27 NO CLASS – ENJOY FALL BREAK

12/3 Individual Differences/Course Summary and Integration
Fogel, Chapter 12

Featured Topic: Intervention and Education

Cassibba, R., Castoro, G., Costantino, E., Sette, G., & van IJzendoorn, M. (2015). Enhancing maternal sensitivity and infant attachment security with video feedback: An exploratory study in Italy. *Infant Mental Health Journal*, 36, 53-61.

Guttentag, C. L., Landry, S. J., Williams, J. M., Baggett, K. M., Noria, C. W., Borkowski, J. G.... et al. (2014). “My Baby & Me”: Effects of an early, comprehensive parenting intervention on at-risk mothers and their children. *Developmental Psychology*, 50, 1482-1496.

12/17 FINAL EXAM 5:00pm – 7:45pm