

## INFANT DEVELOPMENT (P110D) – SPRING 2021

### General Information

**Drop and Grade Change Deadlines:** Please be aware that the drop and grade change deadline for this course is the Friday of Week 2 (April 9th).

**Important notes:** The times listed on this syllabus, on the course calendar, and on the course website are in Pacific Daylight Time (PDT). Also, because this document is a contract between you (the student) and me (the professor), first-person language is used throughout.

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### Graduate Teaching Assistants (TAs)

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**Course description:** This course provides a detailed examination of human development from conception until the end of the third year of life. We will examine different developmental theories as we discuss topics including prenatal development, nutrition and health, sensation and perception, and motor, language, and cognitive development, among others. The influence of biological factors (brain development and hormones) and the social world (interactions with parents, siblings, and the cultural environment) on infant development will also be featured prominently in this course.

**Required materials:** The reading assignments for this course can be found in the following textbook. All assigned journal articles and other course material will be made available to you on the course website.

Gross, D. (2017). *Infancy: Development from birth to age three* (3rd edition). Boston: Rowman and Littlefield.

The Kindle and other editions of the book are available on Amazon. Unfortunately, due to the COVID-19 pandemic, books are not available for review at Langson Library. Please [email me](#) if you are experiencing difficulty acquiring the textbook for any reason.

**Do you want to purchase the first or second edition of this book instead?** You are welcome to purchase whichever edition of the book you see fit, but be aware that there were significant changes made from the second to the third editions (these changes occurred along with a change in publishing houses, from Pearson for the first and second editions to Rowman and Littlefield for the third edition). To briefly summarize the changes from the second to the third editions (the changes from the first to the second editions are more minimal): (1) Chapter 7 from the second edition has been divided into two chapters in the third edition, and new information about play has been added. (2) Chapter 12 from the second edition has been eliminated from the third edition – but the information that was previously found in that chapter

has been integrated into the other chapters in the third edition. The content from the other chapters remains largely unchanged. If you choose to use the first or second editions of the book, please be sure you read up on the new information featured in Chapters 7 and 8 (these are the chapters that were significantly revised from the second edition). Below is a table of the different chapters featured in each edition, as the numbering of the chapters has changed from the second to the third editions (the chapter numbers and content are the same for the first and second editions).

<u>No.</u>	<u>First and Second Editions</u>	<u>Third Edition</u>
1.	Beliefs about Babies: Historical Perspectives on Children and Childhood	
2.	Research Methods (not covered in this course)	
3.	Genetics, Conception, and Prenatal Development	
4.	Birth and the Newborn	
5.	Physical Growth, Health, and Nutrition	
6.	Sensation, Perception, and Motor Development	
7.	Cognition, Learning, and Intelligence	Play and Foundational Theories about Cognitive Development
8.	Language and Communication	Cognitive Science and Intelligence
9.	Relationships and Social Development	Language and Communication
10.	Temperament, Emotions, and the Self	Relationships and Social Development
11.	Childcare and Early Intervention	Temperament, Emotions, and the Self
12.	Babies of Today and Tomorrow: Music, Media, and Computers	Childcare and Early Intervention

**Objectives:** There are four primary objectives for this course. The first three goals are practical ones that will directly benefit you in your study of human development more generally and child development in particular. As we progress through the course, you will (a) learn about the various theories used to explain infant development, (b) the methods and studies that led to the conceptualization of theories about infant development, and (c) come to establish a strong foundation of what research has told us about infant development and the direction in which the field is headed.

The fourth goal of this course is (d) to foster within you critical thinking skills and the ability to be a keen observer of the world in which we live – in short, to develop the mind of a scientist! Developmental scientists question what they see around them and require data to be convinced of the truths underlying human behavior. This class will help you develop these skills as they critically consider what is being presented in the readings and discussed in lecture.

We will work towards these goals together throughout the quarter and you will have a chance to demonstrate your mastery of them by participating in lecture and through the completion of formal assessments.

### **Expectations**

**Email etiquette:** You should post general course-related questions in the Essential Course Information Discussion Forum: General Questions and Comments. The teaching assistants and I will regularly check this discussion board and respond to your posts. As such, please check this board to see if your question has been answered before contacting us by email (please do not email us through Canvas; replies to messages sent through the Canvas platform may be significantly delayed relative to messages sent to our UCI email accounts)! Emails will be answered for approximately one hour per day in the order they are received; most emails will receive a response within 24 hours. If you are thinking of sending an email that includes multiple detailed questions, please attend office hours or schedule a meeting with us instead.

**Lecture:** Please be aware that you are expected to have completed the assigned readings before watching the online mini-lectures. Lectures will include information from the assigned readings as well as from other sources identified as relevant by me. You are responsible for learning all of the information presented in the assigned readings, in lecture, and in the supplemental or additional course videos, including information presented during lecture that may not have been covered in the readings.

**Grade disagreements:** Please see the information on grade disagreement statements posted on the course website. All grade disagreement statements should be submitted to the Grade Disagreements assignment in text format on the Canvas website – do not send your grade disagreement statement and supporting documents by email! You should note that discussions about grade disagreements will not be held in the absence of a submitted grade disagreement statement or after the deadline for grade disagreements has passed for the assignment in question.

**Special needs:** If you have educational accommodations arranged through the Disability Services Center, please present me with a notification email from that office by the Friday of Week 1 (April 2nd). I will send you an email confirming receipt of the message and acknowledge that appropriate accommodations have been made to ensure the best possible learning environment.

### **Course Information**

**Guest lectures:** Four guest speakers scheduled throughout the quarter will provide you with real-world advice and information about infant development. These live Zoom meetings will be held during Weeks 2 (new parents who welcomed a baby into their lives during the pandemic), 3 (a lactation consultant), 6 (an individual who provides Applied Behavioral Analysis therapy for children who have autism spectrum disorders), and 10 (a director of an area childcare center and elementary school). You will be able to ask questions of these individuals by attending their presentations or by posting on the relevant discussion board the week before the presentation is scheduled to occur. You can earn up to 1 point of extra credit by attending at least one of these live presentations; video recordings will be made available to you on the course website after the guest lectures occur. Although there is no specific assignment associated with attending or watching these guest lectures, questions about them will be included on the final exam – so plan to attend live or watch the videos after they are posted!

**Discussion boards:** Each week you will participate in an online discussion board. Most weeks, only one discussion board will be presented, and you will be asked to make posts related to the material to-be-covered that week. On select weeks (Weeks 1, 2, 5, and 9), two discussion boards will be available: one board will be related to the course content, as described above, whereas the second will be used to post questions for the guest speaker scheduled for the following week. During these weeks, you only have to post on one of the two provided discussion boards – so choose whichever you prefer! Regardless of which discussion topic you choose each week, you are required to make both an original post and a response to another student's post.

The discussion boards serve the same purposes as a discussion section in an on-campus course and is a crucial element of the online learning environment. Instead of participating in routine face-to-face conversations with your peers, you will post brief responses to questions posted each week. Your posts should be written as though they were very brief essays and they should reflect the thought that you have given to the question as you consider the readings and the lectures. Do not post the first thing that comes to mind an hour before the deadline! Full credit will be awarded to posts that include at least 50 words and are submitted before the deadline. Please be respectful of others and receive their comments as you would have them receive yours.

**BE SURE TO READ THE FOLLOWING PARAGRAPH:**

The due dates for discussion board posts listed under the Syllabus tab on the course website reflect only the due dates for response posts (each Sunday night at 11:00pm). You must also make original posts that are due each Friday night at 11:00pm – this due date is not reflected on the Syllabus tab due to some peculiarities in Canvas.

*Discussion posts will account for 10% of the final grade  
(1 point for each original post and 1 point for each response post per week; 20 points in total).*

**Quizzes:** This course includes one quiz per week on the assigned readings and lecture material. The weekly quiz will concern only the information listed on the road map for that week and will commonly include four multiple choice questions and one short answer question. You will be allowed ten minutes (approximately two minutes per question) to complete these open book, open note assessments. Because you are allowed multiple days on which to access the quiz, make-up quizzes will not be scheduled. As such, mark your calendar with the quiz start and end dates and times! You are encouraged to come to online office hours to see and chat about the answers to quiz questions you may have answered incorrectly.

*Quiz performance will account for 25% of the final grade (5 points per quiz; 50 points in total).*

**Mythbusters assignment:** You will complete one creative project about infant development during the course of the quarter (e.g., a pamphlet or PowerPoint slide, a brief informational video lasting no more than 3 minutes, a website, or some other creative final product of your choosing!). This assignment is due by 11:00pm on May 10th (the Monday of Week 7).

You may be familiar with the Mythbusters show, which features a team of investigators who conduct experiments to examine various myths (watch [this brief video](#) of the Mythbusters team examining whether it really is easy to take candy from a baby!). For this assignment, you will investigate one myth

associated with infant development and, through critical evaluation of an empirical journal article, identify whether the myth is debunked (i.e., not supported), plausible, or confirmed – just as they do on the television show. You might consider examining whether extended breastfeeding confers any benefits to children, possible causes of sudden infant death syndrome, whether COVID-19 represents a significant health risk for pregnant women and their unborn children, whether the use of technology is associated with poorer developmental outcomes in infancy, or another topic of your choosing! After you identify your myth, you will find one empirical journal article published in 2016 or later (so within the last 5 years!) that examines that question (i.e., an article with an introduction, method, results, and discussion; no dissertations, meta-analyses, or review articles allowed!). You will provide a brief summary of the method and results of that paper and “ponder the results,” as the Mythbusters say. Provide a conclusion and indicate whether the myth you studied is debunked, plausible, or confirmed.

You will present your results on the relevant discussion board so that others can learn from your hard work. To this end, you will also be required to make two posts on other students’ Mythbusters assignments. Additional information about this assignment can be found on the scoring rubric, which is posted on the course website.

*Performance on the Mythbusters assignment (28 points) and two associated discussion board posts (2 points) will account for 15% of the final grade (30 points in total).*

Late assignment policy: Late Mythbusters assignments will be accepted in this course, but the final grade on late work will be reduced by one letter grade (3 points) each day that projects are missing. Late comments on other students’ presentations will not be accepted.

Additional information on the late clock is detailed below:

One day late: Between 11:01pm on May 10th and 11:00pm on Tuesday, May 11th.

Two days late: Between 11:01pm on Tuesday, May 11th and 11:00pm on Wednesday, May 12th.

Three days late: Between 11:01pm on Wednesday, May 12th and 11:00pm on Thursday, May 13th.

Four days late: Between 11:01pm on Thursday, May 13th and 11:00pm on Friday, May 14th.

Late Mythbusters assignments will not be accepted after 11:00pm on Friday, May 14th.

**Term paper:** You will complete one paper during the course of the quarter. The term paper is due by 11:00pm on May 24th (the Monday of Week 9).

The submitted paper will examine how the results obtained in developmental science may be biased due to extensive focus on WEIRD samples. This acronym reflects the notion that much of developmental research and psychological science more generally) has been conducted on participants from Westernized societies who are Educated and from Industrialized, Rich, Democratic nations. To better understand the potential problems with this approach, you will read Henrich, Heine, and Norenzayan (2010). They will then watch the movie Babies (see the course website for information about accessing this movie). The majority of the paper will focus on discussion of your observations pertaining to the differential influence of cultural beliefs and parenting behaviors on infant development. In addition, you will examine how your development was shaped by an aspect of your cultural heritage.

The scoring rubric for this assignment is posted on the course website. If you've read up to this far in the syllabus, please save a picture of your favorite (class appropriate!) meme – and upload it when asked to do so on the first quiz.

**Important!** You must submit your paper in .doc or .docx format through the course website. After the papers are submitted, this assignment will be subject to review through [www.turnitin.com](http://www.turnitin.com) to determine whether the submitted work overlaps with other published works or student papers (you will be allowed to view your originality report and revise your paper before the assignment due date). Note: Submitted papers will be automatically submitted to [www.turnitin.com](http://www.turnitin.com) through the Canvas website. As such, you do not need a [www.turnitin.com](http://www.turnitin.com) ID number or password.

*Performance on the term paper will account for 20% of the final grade (40 points in total).*

Late paper policy: Late papers will be accepted in this course, but the final grade on late work will be reduced by one letter grade (4 points) each day that projects are missing.

Additional information on the late clock is detailed below:

One day late: Between 11:01pm on May 24th and 11:00pm on Tuesday, May 25th.

Two days late: Between 11:01pm on Tuesday, May 25th and 11:00pm on Wednesday, May 26th.

Three days late: Between 11:01pm on Wednesday, May 26th and 11:00pm on Thursday, May 27th.

Four days late: Between 11:01pm on Thursday, May 27th and 11:00pm on Friday, May 28th.

Late papers will not be accepted after 11:00pm on Friday, May 28th.

**Final exam:** This course includes one final exam that is cumulative in nature (that's right – there is no midterm exam!). You will take the final exam online using the Respondus lockdown browser (if you have not already used this program in another class, [click here](#) to learn more about it and download the required software). Please note that the final exam is not an open book, open note assessment, and that you must have a functional webcam to take the final exam.

Test questions will be created from the assigned readings and from the information that is discussed in lecture, although the majority material to be covered on the exams will be discussed in lecture. As such, you should primarily (although not exclusively!) study for the final exam from your lecture notes and supplement your studying using the textbook. Only multiple choice questions will be presented. A final exam review sheet or podcast will be provided approximately one week before the scheduled exam date.

*Performance on the final exam will account for 40% of the final grade (60 points in total).*

**Extra credit:** Extra credit will be provided as described below. Please note that completing extra credit is not required, but doing so may prove helpful in providing a small boost to your grade in this course.

***You may complete both of the following options...***

Attend at least one of the four scheduled guest lectures for at least 50 minutes (1 possible point): You will receive one point of extra credit for attending at least one of the scheduled guest lectures for 50 minutes (extra credit will not be provided to students who attend for less time).

Completing the final online evaluation for me (1 possible point): You will receive one point of extra credit for completing the final evaluation for me. The window of opportunity for completing the final online evaluations will be posted on the course website.

*... and one of the additional options shown below.*

Serve as a participant in research (4 possible points): You may earn extra credit by participating in research through the Social Ecology Human Subjects Lab (HS Lab). Participation in research is completely voluntary, and there are alternative ways to accrue extra credit for this course. It is your responsibility to read through the policies on the [HS Lab Student Participation Page](#) and note the deadlines listed on the [SONA login page](#). To participate in research, login to SONA and view the list of available studies. Studies are listed randomly and change throughout the quarter as they become available. If you agree to participate in a study, you form a contract with the researcher to be present at the assigned time and designated place. If you accrue 2 unexcused no-shows your account will be limited and you will not be able to sign up for additional studies for the remainder of the quarter. You will earn 1 SONA credit for each hour of research participation. That is, 1 hour of research participation earns 1 SONA credit. You may assign a total of 4 SONA credits to this course. You must allocate each credit earned to the course(s) of your choice. This course is listed in SONA as S21\_PSCI 110D\_Infant Development\_Lukowski. It is your responsibility to check your credit assignments before the stated deadlines on the SONA login page, as accounts will be disabled as listed and no changes, extensions, or exceptions will be made. No credit will be given if you do not properly allocate your credit. For questions about the HS Lab or SONA, please contact [sereslab@uci.edu](mailto:sereslab@uci.edu).

Writing a short additional paper (4 possible points): Recent events in the United States have highlighted the continuing inequities experienced by Black, Indigenous, and People of Color (BIPOC) relative to White individuals. Racial inequities also exist when considering the research that is most commonly cited in academic publications (see [this link](#) for more information). This citation bias has implications both for the development and direction of individual fields of study as well as for the career advancement of the scholars in question. That is, those perspectives that are more broadly published are more likely to become those that are dominant, and those scholars who are more commonly cited may be more likely to experience more career success than those who are less cited. You have been assigned to discussion board groups featuring the names of BIPOC developmental psychologists who contributed significantly to the field of developmental psychology. You may earn up to 4 points of extra credit in this course by writing a brief paper that focuses on one of these individuals (or on another BIPOC developmental psychologist of your choosing; see [here](#) for a more extensive listing of relevant individuals).

You should identify the individual about whom you will write your report and find one published article written by that individual. You should then prepare a four-page paper that (a) describes the background of this individual (½ page) and (b) their primary contributions to the field of developmental psychology (½ page). Using your own words, you should also summarize the research paper written by this individual (approximately 2½ pages). You should answer at least some of the following questions: What question was asked in the research paper? What did the researcher hypothesize? What methods were used to address the primary research question? Did the findings support the hypothesis? What limitations and future directions were proposed in this paper? You should end your paper with (c) a brief discussion of the implications of the findings along with a call to action: What can you and other psychology students do to give appropriate recognition to the work conducted by BIPOC scholars (½ page)? Papers must be

formatted according to the guidelines specified in the 7th edition of the Publication Manual of the American Psychological Association and include three to four pages of content not including the title page and reference list (you need not include an abstract in this assignment). See [the Purdue Owl website](#) for additional information about APA formatting if you do not have a copy of the newest publication manual.

You may earn up to four extra credit points by writing an additional short paper; however, you should be aware that turning in a paper does not automatically guarantee receipt of the maximum amount of extra credit in this category. Instead, extra credit will be awarded based on the quality of the paper, such that papers that would have received a formal grade of A will receive four points of extra credit, papers that would have received a formal grade of B will receive three points of extra credit, and so on. Extra credit papers must be submitted no later than 11:00pm on the Sunday of Week 10 (June 6th).

*Extra credit can add a maximum of 6 points to your final grade.*

**Grades:** Final grades will be assigned according to the following criteria. Please note that individuals who receive a perfect score in the course and complete all of the extra credit will have more than two hundred points. Grades with pluses and minuses will be assigned to the tail ends of the distribution for each letter grade. Final grades may be curved at the end of the quarter if the class average is less than a C.

**A:** Between 180 and 200 points

**B:** Between 160 and 179 points

**C:** Between 140 and 159 points

**D:** Between 120 and 139 points

**F:** Below 120 points

**Incompletes:** A grade of Incomplete may be granted at my discretion if you are re unable to complete the course requirements due to serious extenuating circumstances. Official documentation of these circumstances is required. If you would like to request an Incomplete in this course, you must notify me on or before the Friday of Week 10 (June 4th). Requests made on or after the last formal day of class will not be considered and you will be assigned a final grade based on the total number of points earned in the course. If an Incomplete is granted, a contract will be devised between you and I indicating the work that remains to be completed and the timeline for doing so.

### **Information about Plagiarism**

Plagiarism is a serious academic offense and will be treated as such. In this course, plagiarism will be said to occur any time you copy six or more words from another source without the proper use of quotations; plagiarism will also be cited if you turn in an assignment or paper that was previously submitted for and graded in this or another class. That is, you cannot resubmit portions of paper assignments submitted in previous offerings of this course without explicit emailed consent from me. In addition, the term paper submitted in this course must not include more than two direct quotes; the Mythbusters assignment must not include any direct quotes.

If you are found to have violated these standards, you will, at the very least, receive a score of 0 on the affected portion of the assignment or paper. In serious situations, other consequences may be imposed (e.g., you may receive a failing grade on the assignment or paper, you may be subject to University

policies for handling scholastic misconduct). Similar courses of action will be taken if you engage in academically dishonest activities such as cheating on quizzes (e.g., sharing answers with peers) or exams (referring to the lectures or textbook during the exam, using the internet to find answers).

See [this website](#) for additional information on plagiarism and academic dishonesty.