

CHFD3900 Prenatal and Infant Development

Dawson 206 Tuesdays & Thursdays 8:00am – 9:15am Spring 2007

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Course Objectives:

1. Acquire basic knowledge about the development and growth of infants through careful study of current research and theory on infant development.
2. Develop abilities in critical thinking through reading and group discussions in class.
3. Develop writing skills through class activities.
4. Develop oral presentation skills through participation in discussion.
5. Acquire skills to become an educated consumer of scientific information through class activities.
6. Become familiar with guidance of infants and toddlers within family and group settings.

Textbook:

Fogel, A. (2001). *Infancy: Infant, family, and society* (4th Ed.).

Reading Assignments: The following research articles are available online in the WebCT folder *Course Materials* for this course (see <https://webct.uga.edu>). The articles listed below can be found by clicking on “*Reading Assignments*.” Information covered in these articles will be included in the midterm and final exam.

1. Karen Tustin, K., Gross, J., & Hayne, H. (2004). Maternal exposure to first-trimester sunshine is associated with increased birth weight in human infants. *Developmental Psychobiology*, 45, 221–230.
2. Lantz, P. M., Low, L. K., Varkey, S., & Watson, R. L. (2005). Doula as childbirth paraprofessionals: Results from a national survey. *Women's Health Issues*, 15, 109-116.
3. Marlier, L., & Schaal, B. (2005). Human newborns prefer human milk: Conspecific milk odor is attractive without postnatal exposure. *Child Development*, 76, 155-168.
4. Diego, M. A., Field, T., & Hernandez-Reif, M. (2005). Prepartum, postpartum and chronic depression effects on neonatal behavior. *Infant Behavior & Development*, 28, 155–164.
5. Blair, P. S., Sidebotham, P., Berry, P. J., Evans, M., & Fleming, P. J. (2006). Major epidemiological changes in sudden infant death syndrome: A 20-year population-based study in the UK. *Lancet*, 367, 314-319.
6. Axia, G., & Bonichini, S. (2005). Are babies sensitive to the context of acute pain episodes? Infant distress and maternal soothing during immunization routines at 3 and 5 months of Age. *Infant & Child Development*, 14, 51–62.
7. Takei, W. (2001). How do deaf babies attain first signs? *Developmental Science*, 4, 71-78.
8. Chick, K. A., Heilman-Houser, R. A., & Hunter, M. W. (2002). The impact of child care on gender role development and gender stereotypes. *Early Childhood Education Journal*, 29, 149-154.

Reading Guidelines:

1. What is the purpose of this study? Why did the authors decide to do this work? Was it motivated by a theoretical question or an applied issue? Explain.
2. What are the specific questions or hypotheses of this study?
3. What is the composition of the study sample? How many children, at what ages, from what groups? How were the children chosen? Is this a representative sample of children?
4. What is the design of the study? Is it longitudinal or cross-sectional, experimental or observational? What are the main subject groupings, conditions and settings?
5. Does the study have dependent and independent variables? What are they and how do they relate to the hypotheses?
6. How are the variables assessed? Is the assessment procedure reliable? valid?
7. What are the main findings of the study? If this is a review or theoretical article, what are the grounds for the

critique made by the author? Do the findings or critique support the questions/hypotheses?

8. What are the conclusions and implications of this study? Does more research need to be done? What type of research? What about implications for intervention or social policy? Do these findings benefit children and/or parents in a direct or indirect way?

Grading: Your final grade (a total of 600 points) is determined by the following 4 categories:

1. Class participation (100 points):

You must bring your book to class and copies of the other reading assignments. You are expected to attend each class session since much of your learning will derive from the reviews, discussions, and exercises held during class. Additionally, you are expected to keep up with readings and to display your understanding by offering relevant examples, comments, ideas, and questions when we meet as a class. Moreover, your comments will be evaluated based on how well they reflect a comprehension or thoughtful consideration of course material. Comments should not merely regard practical matters such as assignments, deadlines, or test content.

Finally, you are expected to listen actively and respectfully during class. This means that you cannot read magazines/newspapers, do other work or writing, nor eat 'meals' or noisy snacks during class. It also means that you are refrained from talking while another person is speaking to the class. Furthermore, you are expected to turn off your cellular telephones during our class meetings.

The only way to get credits for missed classes is to turn in a typed summary of the assigned readings. A minimum of 2 pages single-spaced report is required. The instructor must receive it *NO LATER THAN ONE WEEK FOLLOWING THE CLASS THAT YOU MISSED*. No points will be taken off if you turn in written make-ups. However, no more than 2 missed classes are allowed to be made up in this manner.

2. Lab Participation (100 points):

Your participation in the Infant and Young Toddler classrooms will be evaluated by the head teacher of each classroom. Lab participation will be worth 100 points – 50 points from each classroom. See below for the Lab Participation Guidelines for the instructions and requirements for the lab sessions at McPhaul Center.

3. Exams (300 points):

There will be two exams in this class - one midterm and one final exam. Each exam will cover the readings assigned up to the day before the exam (i.e., non-cumulative) as well as the materials included in the class activities and in the research activities. The total score of each exam is 300 points. The exam will last for about 60 minutes. Each exam will have a similar format: multiple choice, matches, fill in blanks, and short answer questions. If you have kept up with the readings and the research activity assignments, you should have little trouble with the exams.

4. Lab Activities and Reports (100 points):

A total of 5 lab activities will be assigned to you. You can find the material related to each lab activity online in the WebCT folder *Course Materials* for this course (see <https://webct.uga.edu>) by clicking on “*Lab Activities*.” These assignments are due on a Thursday (see class schedule for the due date of each assignment). You are expected to download the template and complete the written activity reports. Details regarding the activities will also be provided in class. The grading is based on the accuracy, clarity, completeness, and thoughtfulness of your answers to each question. You are responsible for getting the written report to the instructor **NO LATER THAN 5 p.m. ON THE DUE DATE**. If the report is not turned in on time, **a full 5-point will be deducted** from your grade for each day late.

In addition to the written report for each activity, you can also present one of the lab activities in class for extra points (see the section on Extra Points below). When you present the activity in class, you will need to provide a video clip (about 3 minutes) to demonstrate how you carry out the activity and the evidence of your conclusion and/or

evaluation.

Activity 1 (20 points): *Becoming a Baby Again* – You are asked to pretend to be an infant who can communicate with others with only non-verbal behaviors (e.g., crying, smiling, or looking away). You are asked to interact with a partner with these non-verbal actions in two different conditions: dressing and feeding.

Activity 2 (20 points): *Observing Infant Motor Activities* – For this lab activity, you are asked to observe two infants at McPhaul and to evaluate their motor skill levels.

Activity 3 (20 points): *Interacting with An Infant* – You are asked to interact with an infant (age between 3 and 9 months) face to face without any toys.

Activity 4 (20 points): *Object permanence Experiment* - You are going to conduct an experiment with 4 infants (2 younger and 2 older than 9 months of age) at McPhaul and record your observations.

Activity 5 (20 points): *Designing a toy* - You are going to design and make a toy to be used in two learning games for an infant or toddler at McPhaul and record your observations.

Grading Distribution:

1. Class participation	100
2. Lab participation (50 points each classroom)	100
3. 2 Exams (150 points each)	300
4. 5 Lab Activity Reports (20 point each)	100

Total	600 points

Final Grade: Your grade will be assigned based on the total points earned in class. The following is the criterion that will be used in assigning the final letter grade.

	519-536 B+	459-476 C+	399-416 D+
>555 A	495-518 B	435-458 C	375-398 D
537-554 A-	477-494 B-	417-434 C-	357-374 D-
			0-356 F

Extra Credits:

If you present the results of the lab activity in class using PowerPoint with a 3-minute video demonstration, you can earn 15 extra points toward the final grade (up to a total of 60 points per student). Only two students are allowed for each lab activity. Permission from instructor must be obtained before you work on the extra credits.

Academic Honesty:

This class will adhere to the UGA Academic Honesty policy (<http://www.uga.edu/ovpi/honesty/acadhon.htm>). All academic work must meet the standards contained in “A Culture of Honesty.” The University's policy defines academic honesty as – “the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed”. All coursework, including class activity and exams, turned in for credit will be assumed to be the student's own work. Should you found guilty of academic dishonesty, a grade of "F" will be given. Further penalties may include a note on your transcript or expulsion.

Lecture Schedule

(The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.)

Week	Date	Activity	Book Chapter	Reading/Presentation	Due
1	Tu 1/9 Th 1/11	Course Orientation Lab	Chapter 1 (p. 1-14)	McPhaul Orientation	
2	Tu 1/16 Th 1/18	Lecture Lecture	Chapter 1 (p. 15-31) Chapter 2		
3	Tu 1/23 Th 1/25	Lecture Lab	Chapter 3 (p. 75-91)	Article 1	
4	Tu 1/30 Th 2/1	Lecture Lecture	Chapter 3 (p. 92-121) Chapter 4	Article 2	Activity 1
5	Tu 2/6 Th 2/8	Lecture Lab	Chapter 5 (p. 160-184)	Article 3	
6	Tu 2/13 Th 2/15	Lecture Lecture	Chapter 5 (p.185-201) Chapter 6 (p. 203-218)		Activity 2
7	Tu 2/20 Th 2/22	Lecture Lab	Chapter 6 (p. 219-246)	Article 4	
8	Tu 2/27 Th 3/1	Midterm (chapter 1-6) Lecture	Chapter 7 (p.247-256)		Activity 3
9	Tu 3/6 Th 3/8	Lecture Lab	Chapter 7 (p.257-287)		
10	3/12 – 3/16	Spring Break			
11	Tu 3/20 Th 3/22	Lecture Lecture	Chapter 8 (p.288-305) Chapter 8 (p.306-330)	Article 5	Activity 4
12	Tu 3/27 Th 3/29	Lecture Lab	Chapter 9 (p.332-338)	Article 6	
13	Tu 4/3 Th 4/5	Lecture Lab	Chapter 9 (p.339-362)		
14	Tu 4/10 Th 4/12	Lecture Lecture	Chapter 10 (p.364-374) Chapter 10 (p375-403)	Article 7	Activity 5
15	Tu 4/17 Th 4/19	Lecture Lab	Chapter 11		
16	Tu 4/24 Th 4/26	Lecture Lab	Chapter 12	Article 8	