

**CHFD 4090/6090 Advanced Infant Development**  
**Fall 2006**  
**Wednesdays 10:10-11:00 & Fridays 9:20-11:00 Dawson 206**

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CHFD4090 is a survey course on the current topics of infant development between the ages of 0 and 3. The goal for this course is to undertake a broad perspective providing students with an overview of the cutting-edge research on infant development, with an emphasis on theoretical perspectives, empirical research, and applied implications. The development of both typical and atypical infants is included.

**Course Objectives:**

1. Acquire knowledge about current theories and issues in infant development;
2. Acquire basic skills in scientific writing;
3. Develop abilities in critical thinking through reading and group discussions in class;
4. Develop oral presentation skills through class participations.

**Class Format:**

This course takes a seminar format, focusing on class discussion. You are expected to participate actively in the class discussion. However, an overview and basic background material to inform our discussion in class will be provided. Therefore, mini-lectures will be given as needed to clarify the reading material and to expand on topics of discussion. Illustrative videos and in-class activities will also be provided to help us get a real-flavor for some of the topics. You should read all the assigned readings before coming to class. However, you are not required to memorize everything included in the reading materials. The main goal is for you to understand the key concepts and approaches introduced in different articles and to discover their relevance to current theoretical and applied issues. You are also not expected to understand everything covered in the readings. Try to identify concepts or passages that you do not understand and bring these questions to class. You will be expected to articulate what you are confused by and why it confuses you. In other words, failure to understand is acceptable only if you read the material and have intelligent questions about it.

**Required Readings:**

Copies of required readings are available online at <http://gil.uga.edu>. Click on Course Reserves, select CHFD4090, and find the article (password: *stylistic*).

**Course Requirements:**

Your grade will be assigned based on performance in the following four areas: (1) class attendance and participation, (2) presentation and discussion, and (3) exams, and (4) research review paper. If you sign up for CHFD6090, you are required to read additional articles. The reading list is provided separately.

Class Attendance and Participation (10%): You are expected to have read the material before

each class, and come prepared to actively participate. Class participation is critical to the learning process and the teaching format of this course. You are expected to arrive on time and stay for the duration of the class period. You must bring your copy of the reading assignments to class. You are also 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. 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.

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.

Research Presentation and Discussion (20%): Each student in class will take turns to present and lead discussion on the topic issue for the week, which draws on material from the assigned empirical article (those are noted with a '\*' on the reading list). Presentation paper topics will be discussed and assigned during the first class meeting. The presenter is responsible to prepare an abstract (1 to 2 pages of handouts) that summarizes the key concepts in the article, highlights particularly interesting or controversial points, identifies information that has applied implications for parents or care providers, and develops discussion questions.

For the presentation, you are also expected to supplement materials with information obtained from websites hosted by professional organizations (e.g., American Academy of Pediatrics), government-sponsored research institutes (e.g., National Institute of Child Health and Human Development), or university-affiliated research sites (e.g., UGA Institute for Behavior Research).

Below are strategies that will help you prepare class presentation and discussion:

1. Read the article **AHEAD OF TIME**: Review the reading as a starting point for leading a class discussion; read it carefully and get to understand fully the main points that are conveyed by the author(s);
2. Summarize the **MAIN POINTS** of the article in 5 minutes-- whether it is the main findings of a study or the major issue(s) raised or positions taken by the author(s). It is also very important to provide a **PERSONAL CRITIQUE** of the readings in your presentation-- whether you react passionately **IN OPPOSE TO** or **IN FAVOR OF** the author's views.
3. Present supplement materials retrieved from the internet – whether you bring a hard copy or walk the class through the website.
4. Prepare two well-focused discussion question(s) for leading a 10-minute discussion—identify the most interesting issues emerge from reading the article.
5. Prepare a 1-page handout for each student in class -- which summarizes the major findings, issues, and questions that you intend to discuss in class. This also should be emailed to the class the evening before class. The goal is to encourage class participation and discussion.

Exams (30%): 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 discussion and activities. 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.

Research Review Paper (40%): This 10- to 15-page paper is a critical review of empirical research

on a chosen topic related to infant development in the context of family or childcare setting. A minimum of 10 journal articles are required to be included in your review. In order to be sure that your paper is based on recent research, at least 5 of your references must be dated 2000 or later. You may select the topic for the research paper from the list provided below or you may formulate your own review topic with the instructor's approval. You are expected to identify at least 5 issues to be addressed in the research review paper. A set of weekly milestones for your paper is listed in the class schedule. You are highly encouraged to discuss your paper with the instructor at any stage of your progress.

This research review paper is due on the last day of class. The report must be typed, double-spaced, in 12-point font with 1" margins. All directions must be followed accurately, all parts of the assignment must be completed, and you must use proper spelling, grammar, and punctuation. The paper should be in APA format (see the Publication Manual of the American Psychological Association published by American Psychological Association).

You will present your research review paper during the class period. This will entail:

1. Prepare a 1-page handout for each student in class --. This also should be emailed to the class the evening before class.
2. Give a brief Power Point presentation (8-12 slides, 10 minutes), which summarizes the major findings, issues, and questions on the topic you choose, and
3. Lead class discussion on the issues identified in your review paper (15 minutes);

Suggested topics for the research review paper:

1. Effects of maternal speech on infant development
2. Effects of infant cries on caregivers' behavior
3. The development of infants' pointing gesture during parent-infant interaction
4. Separation anxiety in parents of infants
5. Culture differences in social interaction between caregivers and infants
6. Parental influences on infant attention

### **Missed or Late Assignments:**

You must be present for the presentation and submit assignments when due in order to qualify for full credit. Missed presentation and/or assignment will receive NO credit without official documentation. Only if you submit official documentation of illness/injury or other serious extenuating circumstances will an assignment be accepted on an approved alternative date without penalty. Late assignments will otherwise lose 10% of its grade **for each day late**.

### **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.

97 - 100 = A+	87 - 89 = B <sup>+</sup>	77 - 79 points = C <sup>+</sup>	67 - 69 points = D <sup>+</sup>	<60 points = F
94 - 96 = A	84 - 86 = B	74 - 76 points = C	64 - 66 points = D	
93 - 90 = A-	80 - 83 = B <sup>-</sup>	70 - 73 points = C <sup>-</sup>	60 - 63 points = D <sup>-</sup>	

### **Academic Honesty:**

This class will adhere to the UGA Academic Honesty policy (<http://www.uga.edu/honesty>). 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 students are expected to abide by the UGA Academic Honesty Policy, which can be viewed at <http://www.uga.edu/honesty>. Your minimum penalty for being found guilty of academic dishonesty in this course (including cheating and plagiarism) will be a grade of “F” in the course; further penalties may be assigned which include a note on your transcript or expulsion from the university.

## Class Schedule and Required Readings

\*\*\*The course syllabus is a general plan for the course.

Deviations announced to the class by the instructor may be necessary.\*\*\*

### Week 1 (8/16): Introduction

1. Nelson, C. A. (1999a). How important are the first three years of life? *Applied Developmental Science*, 3, 235-238.

### Week 2 (8/21): Genes and Environment

1. Bouchard, T. J. (2004). Genetic influence on human psychological traits. *Current Directions in Psychological Science*, 13, 148-151.
2. Gottlieb, G. (2000). Environmental and behavioral influences on gene activity. *Current Directions in Psychological Science*, 9, 93-97.
3. Reiss, D. (2005). The interplay between genotypes and family relationships: Reframing concepts of development and prevention. *Current Directions in Psychological Science*, 14, 139-143.

**Activity:** *select research paper topic*

### Week 3 (8/28): Prenatal Development-mothers

1. DiPietro, J. A. (2004). The role of prenatal maternal stress in child development. *Current Directions in Psychological Science*, 13, 71-74.
2. Slade, A. (2002). Keeping the baby in mind: A critical factor in perinatal mental health. *Zero to Three*, June/July, 10-16.
- \*3. DiPietro, J. A., Caulfield, L. E., Costigan, K. A., Merialdi, M., Nguyen, R. H. N., Zavaleta, N., Gurewitsch, E. D. (2004). Fetal neurobehavioral development: A tale of two cities. *Developmental Psychology*, 40, 445-456.

**Activity:** *search and read literature, take notes when reading papers*

### Week 4 (9/6): Neurological Development

1. Nelson, C. A. (1999b). Neural plasticity and human development. *Current Directions in Psychological Science*, 8, 42-45.
2. Lipsitt, L. P. (2003). Crib death: A biobehavioral phenomenon? *Current Directions in Psychological Science*, 5, 164-170.
- \*3. Buss, K. A., Davidson, R. J., Kalin, N. H. (2004). Context-specific freezing and associated physiological reactivity as a dysregulated fear response. *Developmental Psychology*, 40, 583-594.

**Activity:** *continue to search and read literature and take notes*

### Week 5 (9/11): Perceptual Development

1. Turati, C. (2004). Why faces are not special to newborns: An alternative account of the face reference. *Current Directions in Psychological Science*, 13, 5-8.
2. Baillargeon, R. (2004). Infants' physical world. *Current Directions in Psychological Science*, 13, 89-94.
- \*3. Ramsey, J. L., Langlois, J. H., Hoss, R. A., Rubenstein, A. J., & Griffin, A. M. (2004). Origins of a stereotype: Categorization of facial attractiveness by 6-month-old infants. *Developmental Science*, 7, 201-211.

**Activity:** *continue to search and read literature and take notes*

### Week 6 (9/18): Cognitive Development

1. Bahrick, L. E., Lickliter, R., & Flom, R. (2004). Intersensory redundancy guides the development of selective attention, perception, and cognition in infancy. *Current Directions in Psychological Science*, 13, 99-102.
2. Colombo, J. (2002). Infant attention grows up: The emergence of a developmental cognitive neuroscience

perspective. *Current Directions in Psychological Science*, 11, 196-200.

- \*3. Patterson, M. L., Werker, J. F. (2003). Two-month-old infants match phonetic information in lips and voice. *Developmental Science*, 6, 191-196.

**Activity: continue to search and read literature and take notes**

### **Week 7 (9/25): Memory Development**

1. Rovee-Collier, C. (1999). The development of infant memory. *Current Directions in Psychological Science*, 8, 80-85.
2. Lowe, M. L. (2003). Memory from the cradle. *Current Directions in Psychological Science*, 12, 62-65.
- \*3. Trainor, L. J., Wu, L., & Tsang, C. D. (2004). Long-term memory for music: Infants remember tempo and timbre. *Developmental Science*, 7, 289-296.

**Activity: turn in 1-page bullet outline for paper (i.e., identify 5 issues to be addressed in paper)**

### **Week 8 (10/2): Early Language Development**

1. Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Baby wordsmith: From associationist to social sophisticate. *Current Directions in Psychological Science*, 15, 30-33.
2. Jusczyk, P. W. (2002). How infants adapt speech-processing capacities to native-language structure. *Current Directions in Psychological Science*, 11, 15-18.
- \*3. Shi, R., & Werker, J. F. (2003). The basis of preference for lexical words in 6-month-old infants. *Developmental Science*, 6, 484-488.

**Activity: midterm Examination (tentative date: 10/4)**

### **Week 9 (10/9): Temperament**

1. Sturm, L. (2004). Temperament in early childhood: A primer for the perplexed. *Zero to Three, March*, 4-11.
2. Fox, N. A., & Henderson, H. A. (1999). Does infancy matter? Predicting social behavior from infant temperament. *Infant Behavior and Development*, 22, 445-455.
- \*3. Schwartz, C. E., Wright, C. I., Shin, L. M., Kagan, J., & Rauch, S. L. (2003). Inhibited and uninhibited infants "grown up": Adult amygdalar response to novelty. *Science*, 300, 1952-1953.

**Activity: write introduction for paper, turn in a draft**

### **Week 10 (10/16): Social and Emotional Development**

1. Messinger, D. S. (2002). Positive and negative: Infant facial expressions and emotions. *Current Directions in Psychological Science*, 11, 1-6.
2. Reddy, V., & Trevarthen, C. (2004). What we learn about babies from engaging with their emotions. *Zero to Three, January*, 9-15.
- \*3. Moore, G. A., Cohn, J. F., & Campbell, S. B. (2001). Infant affective responses to mother's still face at 6 months differentially predict externalizing and internalizing behaviors. *Developmental Psychology*, 37, 706-714.

**Activity: write your response to the 1<sup>st</sup> identified issue, turn in a draft**

### **Week 11 (10/23): Parenting**

1. Finn, C. D. (2003). Cultural models for early caregiving. *Zero to Three, May*, 40-45.
2. Solomon, J. (2003). The caregiving system in separated and divorcing parents. *Zero to Three, November*, 33-37.
- \*3. Brand, R. J., Baldwin, D. A., Ashburn, L. A. (2002). Evidence for 'motionese': Modification in mothers' infant-directed action. *Developmental Science*, 5, 72-83.

**Activity: write your response to the 2<sup>nd</sup> identified issue, turn in a draft**

### **Week 12 (10/30): Atypical Mother-Infant Relationship**

1. Clark, R., & Fenichel, E. (2001). Mothers, babies, and depression: Questions and answers. *Zero to Three*,

August/September, 48-50.

2. Browne, J. V. (2003). New perspectives on premature infants and their parents. *Zero to Three, November*, 4-12.

\*3. Carvajal, F., & Iglesias, J. (2002). Face-to-face emotion interaction studies in Down syndrome infants. *International Journal of Behavioral Development*, 26, 104-112.

**Activity: write your response to the 3rd identified issue, turn in a draft**

### **Week 13 (11/6): Childcare**

1. Marshall, N. L. (2004). The quality of early child care and children's development. *Current Directions in Psychological Science*, 13, 165-168.

2. Lally, J. R. (2003). Infant-toddler child care in the United States: Where has it been? Where is it now? Where is it going? *Zero to Three, September*, 29-34.

\*3. Ahnert, L., Rickert, H., & Lamb, M. E. (2000). Shared caregiving: Comparisons between home and child-care settings. *Developmental Psychology*, 36, 339-351.

**Activity: write your response to the 4th identified issue, turn in a draft**

### **Week 14 (11/13): Infant Mental Health**

1. Tremblay, R. E. (2004). Development of physical aggression during infancy. *Infant Mental Health Journal*, 25, 399-407.

2. Osofsky, J. D. (2004). Community outreach for children exposed to violence. *Infant Mental Health Journal*, 25, 478-487.

3. Gauthier, Y. (2003). Infant mental health as we enter the third millennium: Can we prevent aggression? *Infant Mental Health Journal*, 24, 296-308.

**Activity: write your response to the 5th identified issue, turn in a draft**

### **Week 15 (11/20): Poverty and Infant Development**

1. Richter, L. M. (2004). Poverty, underdevelopment, and infant mental health. *Infant Mental Health Journal*, 25, 440-452.

2. Lester, B. M., Arria, A. M., Derauf, C., Grant, P., LaGasse, L., Newman, E., Shah, R. Z., Stewart, S., & Woules, T. (2006). Methamphetamine exposure: A rural early intervention challenge. *Zero to Three, March*, 30-36.

\*3. Zuckerman, B., & Frank, D. A., & Mayes, L. (2002). Cocaine-exposed infants and developmental outcomes. *Journal of the American Medical Association*, 287, 1990-1991.

**Activity: write conclusion for paper, turn in a draft**

### **Week 16 (11/27): Feeding**

1. Roberts, S. B., & Heyman, M. B. (2000). How to feed babies and toddlers in the 21<sup>st</sup> century. *Zero to Three, August/September*, 24-28.

2. Lumeng, J. (2005). What can we do to prevent childhood obesity? *Zero to Three, January*, 13-19.

\*3. Hediger, M. L., Overpeck, M. D., Kuczmarski, R. J., & Ruan, W. J. (2001). Association between infant breastfeeding and overweight in young children. *Journal of the American Medical Association*, 285, 2453-2460.

**Activity: proof read the paper and turn it in**

### **Week 17 (12/4): Student Presentations**

**Activity: present your paper in class**

**Activity in Finals' Week: Final Examination (tentative date: 12/12)**

\*=article to be used in student presentation and discussion