1.0 Course Information

Instructor: Dr. Christine Tsang  
Office: V119  
Phone: (519) 438-7224 ext. 260  
Email: ctsang33@huron.uwo.ca  
Office Hours: Tuesday 2:30-3:30 and Wednesday 12:30-1:30

2.0 Calendar Description

This seminar course will investigate the processes of development and major developmental milestones which occur during the first year of life, with an emphasis on developmental theories and empirical findings from the literature. Topics covered include: physical development, perceptual development, cognitive development, language development and social development.

Pre-requisites: Psychology 2480E and registration in third or fourth year of the Honors Specialization in Psychology module, or permission of the department.

4 lecture/seminar hours

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

3.0 Required Texts


*Custom Courseware:* Psychology 3450G Development During Infancy: Course Readings 2013
4.0 Description of Class Methods

Each 2-hour class meeting will be lead by one student in the course (or by the instructor) and will be an in-depth discussion of methodological and theoretical issues related to the assigned discussion paper. Following the discussion, the discussion leader will be expected to submit a short critique of the assigned discussion paper 7 days after the actual discussion.

5.0 Course Objectives

By the end of this course, students should have:

- An understanding of the developmental processes underlying development during the first 2 years of life.
- Exposure to methodologies and research designs in the field of infant development.
- Experience with critical evaluation (both written and oral) of empirical research in developmental psychology.

6.0 Evaluation

1. Written Summaries (18%). You must write and submit a short 250 word summary of each of the assigned papers (denoted by *). Summaries are to be submitted at the beginning of each class on the day the paper is scheduled for class discussion. Each summary is worth 1% of the final grade, and will be graded on a pass/fail basis. Late summaries will not be accepted (except on medical/compassionate grounds—see Section 7.0 for more information on the policy for assignment extensions). You are not required to write a summary for the paper for which you “lead the discussion” (see #2).

2. Discussion Leader (20%). Each student is required to “lead” the discussion for one paper over the term. The grade for the discussion will be determined by anonymous feedback from fellow classmates, as well as an assessment from the instructor. For more information on how to lead a discussion, see the attached handout.

3. Written Critique (15%). You must write and submit a written critique (maximum 3 pages) on the paper that you have chosen to “lead the discussion”. The critique is an in-depth critical analysis of the article (see OWL for details). The critique will be worth 15% of the final grade. The critique is due at the beginning of class 7 days after the discussion of the article. Late critiques will lose 2% of the final grade per day late up to 7 days, after which the grade will be zero.

4. Research Proposal (35%). You must write a research proposal (minimum 5 pages) on any topic related to infant development (see handout for details). The paper will be worth 35% of the final grade. The paper is due on the last day of class. Late
papers will lose 2% of the final grade per day late up to 14 days (including weekends), after which the grade will be zero.

5. **Participation (12%).** You are expected to be an active and constructive participant in class discussions. You are expected to come to class having completed the assigned reading and prepared to discuss it. *The final participation grade in the course will depend not only on how often you contribute to class discussion, but the quality of your contribution.* I will take into consideration anonymous comments from the rest of the class, as well as my own assessment of your contribution, to calculate your participation grade.

**Policy Statement Regarding Grades in Psychology at Huron University College**

Students at Huron University College should consider a grade in the range from 76-80 to be evidence of good performance in a 3000-level Honors Psychology course. Grades in the A (80-90%) range will only be awarded for performance that is demonstrably superior to the third and fourth-year major or minor standard. A grade of A+ (90-100%) will only be awarded rarely and only for work that is exceptional.

7.0 **Late Penalties, Extensions, and Make-up Tests**

Summaries are due at the beginning of class time on the date of the specific paper is to be discussed in class. **Late summaries will NOT be accepted.** Note that students who simply hand in a summary and then leave class will not receive credit for the summary. In the case of a missed discussion class, a student with a valid excuse (see section 8.0) may be excused from the required summary submission for the day and the final grade will be reweighted to account for the missed summary.

**Critiques are due 7 days after the discussion** date at the beginning of class. Late critiques will lose 2% per day up to 7 days, after which the grade will be zero.

Research proposal papers are due to the instructor by **12:00 pm on Friday December 6.** Late papers will lost 2% per day late up to 14 days (including weekends). After 14 days, the grade will be zero.
## 8.0 Tentative Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>T Sep 10</td>
<td>Introduction and Course Overview</td>
</tr>
<tr>
<td>T Sep 17</td>
<td>Greenough et al. (1987). Experience and Brain Development.</td>
</tr>
<tr>
<td>Th Sep 19</td>
<td>Newcombe (2011). What is Neoconstructivism?</td>
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**TEXT READING**

Slater et al., Chapter 4 Motor Development

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**TEXT READING**

Slater et al., Chapter 5 The Development of the Senses

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<th>Date</th>
<th>Topic</th>
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<td>T Oct 1</td>
<td>*Feldman et al. (2002). Comparison of Skin-to-Skin (Kangaroo) and Traditional Care: Parenting Outcomes and Preterm Infant Development.</td>
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**TEXT READING**

Slater et al., Chapter 12 How Infants Perceive and Process Faces

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Th Oct 10</td>
<td>*Turati et al. (2010). Holistic Face Processing in Newborns, 3-month-old Infants, and Adults: Evidence from the Composite Face Effect.</td>
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**TEXT READING**

Slater et al., *Chapter 11 Language Development*

**Th Oct 24**  *Dehaene-Lambertz et al. (2010). Language or Music, Mother or Mozart? Structural and Environmental Influences on Infants’ Language Networks.*

**T Oct 29**  *Kuhl et al. (2009). Infants Show a Facilitation Effect for Native Language Phonetic Perception Between 6 and 12 months.*

**Th Oct 31**  NO CLASS—Fall Break

**TEXT READINGS**

Slater et al., *Ch 8 Perception and Knowledge of the World*

Slater et al., *Ch 9 Memory Development*

**T Nov 5**  *Baker et al. (2011). Inhibitory Control Interacts with Core Knowledge in Toddlers’ Manual Search for an Occluded Object.*

**Th Nov 7**  *Rovee-Collier et al. (1980). Reactivation of Infant Memory.*


**TEXT READINGS**

Slater et al., *Ch 14 Social Development*

Slater et al., *Ch 15 Infants at Play*

T Nov 26  *Hazen et al. (2010). Father’s Frightening Behaviours and Sensitivity With Infants: Relations with Father’s Attachment Representations, father-infant attachment, and children’s later outcomes.


T Dec 3  NO CLASS—Proposal Preparation

Th Dec 5  NO CLASS—Proposal Preparation

Research Proposals due Friday December 6 at 12:00pm to the instructor (V119)
Appendix to Course Outlines

Prerequisite Information
Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars
Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities. In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.
Please see the Code of Student Rights and Responsibilities at: http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline

Technology
It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds
For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf
[downloadable Student Medical Certificate (SMC): https://studentservices.uwo.ca under the Medical Documentation heading]
Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and
provide documentation. Academic accommodation will be determined by the Dean’s Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting either medical or non-medical documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

**Statement on Academic Offences**
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

**Statement on Academic Integrity**
The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:
- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one’s own.

**Academic Integrity: Importance and Impact**
Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully
acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another’s work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one’s potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual’s university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university’s work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual’s, and the public’s, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university’s reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean’s Office, and this record of the offence will be retained in the Dean’s Office for the duration of the student’s academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
• the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

**Policy on Special Needs**
Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: [http://www.sdc.uwo.ca/ssd/?requesting_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

**Attendance Regulations for Examinations**
A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:
1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

**Class Cancellations**
In the event of a cancellation of class, every effort will be made to post that information on the Huron website, [http://www.huronuc.ca/AccessibilityInfo](http://www.huronuc.ca/AccessibilityInfo) (“Class Cancellations”).

**Accessibility**
Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: [http://www.huronuc.ca/AccessibilityInfo](http://www.huronuc.ca/AccessibilityInfo)

**Mental Health @ Western**
Students who are in emotional/mental distress should refer to Mental Health @ Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**Program and Academic Counselling**
Psychology students registered at Huron who require advice about modules and courses in Psychology should contact Dr. Christine Tsang, Chair, Department of Psychology, ctsang33@huron.uwo.ca, 519-438-7224 ext. 260. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.
http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices