



PSYCH 3301 (001) Fall 2010

Phases of Development: Infancy

MWF 10.00 – 10.50
Weiss Hall 711

Dr. Peter J. Marshall

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Office hours: Weds & Fri 11.00 – 12.30 or by appointment

Prerequisites

Prerequisites for this class are Psychology 1061, 2301, and 2196.
For more details, see the Psychology Department Undergraduate Advising Manual at http://www.temple.edu/psychology/Ugrad/advising_manual.pdf
This class is primarily for Psychology majors, with special authorization required for non-majors.

Course Description

In this course we focus on a particular phase of development, infancy, for an entire semester. Infancy presents unique changes and challenges for the developing person. For the scientist, this phase poses unique theoretical perspectives and special methodological challenges. Up-to-date information and directions for future study, applications and research are emphasized.

Learning Objectives

You will build a working knowledge of human development over the first two years of life from the perspective of developmental science. We will focus on many different aspects of infant development, but we will also come to see how these different aspects are often interrelated. We will examine the methods that developmental psychologists use to study infants, and we will think carefully about what these methods can and cannot tell us about infants' abilities. We will also cover applications of infancy research to social and policy issues outside the laboratory.

Over the course of the semester, I am hoping that you will develop your skills to read, interpret, and critique developmental research. These are valuable skills to have, and will help you in both your academic and professional endeavors and also will enable you to evaluate the results of research that you come across in the media.

Required Textbook (Available in Temple Bookstore)

Slater, A., & Lewis, M. (2007). *Introduction to Infant Development*.
Oxford University Press. ISBN 978-0-19-928305-7.

We are using the second edition of this book which was published in 2007.

This volume is an excellent introductory textbook that will give us a wide-ranging view of contemporary infancy research. It will be the primary source of information for the class, and it will also direct us to further research that we will examine in more detail.

Course Policies

- Please be on time for class.
- Laptop users, please stay focused on the material at hand.
- Late assignments and papers will receive a grade of zero.
- In addition to posting material on Blackboard I may send updates and information about the course to your Temple email address. You are responsible for checking this email address so that you do not miss important information.
- Exams are to be taken at the dates and times designated in this syllabus. Makeup exams are only given in cases of documented and verifiable emergencies. In the event of such an emergency situation, **you MUST contact me via phone or email prior to the start time of the exam**. If you cannot contact me, have someone else email me or call my office.
- Attendance is not specifically kept in this class. However, if you miss class you risk missing important material that may be on the exams, and you may also miss a class activity.
- Blackboard must be used for all assignment submissions. Do not email or print them.
- All assignments are expected to be the individual effort of the student presenting the work. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a failing grade for a given paper, quiz or test due to plagiarism or cheating.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Disabilities

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Disability Resources and Services at 215-204-1280 in 100 Ritter Annex can coordinate reasonable accommodations for students with documented disabilities.

Grades

Final grades will be determined as follows. Scores will not be curved.

93.00% to 100%	A	73.00% to 76.99%	C
90.00% to 92.99%	A-	70.00% to 72.99%	C-
87.00% to 89.99%	B+	67.00% to 69.99%	D+
83.00% to 86.99%	B	63.00% to 66.99%	D
80.00% to 82.99%	B-	60.00% to 62.99%	D-
77.00% to 79.99%	C+	Below 60.00%	F

Course Structure / Requirements

- 1) **INITIAL INFORMATION ASSIGNMENT (2 points):** At the beginning of the semester I will post an "Initial Information Assignment" on Blackboard. This assignment involves answering some short questions about yourself and your own interests in developmental psychology. To get the credit you **MUST** upload the initial information assignment by class on Monday Sept 20 - see Course Schedule below.
- 2) **EXAMS (64 points):** There will be four exams, each counting for a maximum possible 16% of your final grade (Total=64%). Each exam will consist of multiple choice questions. There are 3 exams during the semester and one final exam. All four exams are non-cumulative- they cover the material since the previous exam.
- 3) **SHORT ANSWER ASSIGNMENTS (12 points):** On a number of Wednesdays in the semester, I will assign a short question based on the course material for that week. Your task is to write an answer (minimum 200 words) to the question, and to upload this to the "Assignments" section of Blackboard by the start of class on the following Wednesday (a week after the question was assigned). Please make sure to write more than 200 words, otherwise you will lose points. There are a maximum of 10 weekly assignments that can be submitted. You will be graded on the 6 assignments with the highest scores. A very good quality response to the weekly question will count as 2% of your final grade, a less good response will count as 1%, and if you do not submit a response or write a particularly inadequate response, you will receive 0 for that assignment. The maximum possible contribution to your final grade from these assignments is therefore 12%. No extensions will be given for submitting these assignments.
- 4) **DISCUSSION PAPERS (15 points):** A maximum of 15% of your grade will come from homework assignments related to special class topics called "discussion classes". In these classes we will discuss journal articles and media coverage about aspects of infant development. See the course schedule (below) for the exact dates of these sessions. I will distribute the specific articles and further details of these assignments in advance of the specific class sessions. Please note that while there are four "discussion papers", you will only be graded on the best three papers. Each assignment will be worth a maximum of 5 points, for a total possible 15 points over the semester. All papers must be uploaded to Blackboard by the beginning of class on the due dates. There will be no extensions.
- 5) **IN-CLASS ACTIVITIES (7 points):** In some of the class sessions we will have a short class activity. Each activity will be worth 1 point towards your final grade, with the following caveat: Although there will be more than 7 activities over the course of the semester, the maximum contribution to your grade from the quizzes is 7%. You will not be told in advance whether there will be an activity on a given day. **If you are not present in the classroom when an activity has begun, you will not be able to take it. If you arrive in the classroom when an activity has already begun, you will not get credit for it.** There are no make-ups.

Course Schedule (May be subject to change)

			Topic	Chapter	Assignments Due
Mon	Aug	30	Introduction	1	
Weds	Sept	1	Introduction	1	
Fri	Sept	3	Methods	2	
Weds	Sept	8	Discussion Class 1		SA 1
Fri	Sept	10	Prenatal Development	3	
Mon	Sept	13	Methods	2	
Weds	Sept	15	Motor development	4	Discussion Paper 1
Fri	Sept	17	Motor development	4	
Mon	Sept	20	Senses	5	Initial Info. Assignment
Weds	Sept	22	Senses	5	SA 2
Fri	Sept	24	Exam 1		
Mon	Sept	27	Growth of Intelligence	6	
Weds	Sept	29	Growth of Intelligence	6	SA 3
Fri	Oct	1	Growth of Intelligence	6	
Mon	Oct	4	Categorization	7	
Weds	Oct	6	Discussion Class 2		SA 4
Fri	Oct	8	Perception and Knowledge	8	
Mon	Oct	11	Memory	9	
Weds	Oct	13	Memory	9	Discussion Paper 2
Fri	Oct	15	Language Development	10	
Mon	Oct	18	Language Development	10	
Weds	Oct	20	Exam 2		SA 5
Fri	Oct	22	Face perception	11	
Mon	Oct	25	Face perception	11	
Weds	Oct	27	Face perception	11	SA 6
Fri	Oct	29	Emotional Development	12	
Mon	Nov	1	Emotional Development	12	
Weds	Nov	3	Emotional Development	12	SA 7
Fri	Nov	5	Discussion Class 3	13	
Mon	Nov	8	Social Development	13	
Weds	Nov	10	Social Development	13	Discussion Paper 3
Fri	Nov	12	Social Development	13	
Mon	Nov	15	Play	14	
Weds	Nov	17	Exam 3		SA 8
Fri	Nov	19	Learning to Communicate	15	
Mon	Nov	22	Learning to Communicate	15	
Weds	Nov	24	Early Intervention	16	SA 9
Mon	Nov	29	Early Intervention	16	
Weds	Dec	1	Discussion Class 4		SA 10
Fri	Dec	3	Culture	17	
Mon	Dec	6	Culture	17	
Weds	Dec	8	Health and Nutrition	18	Discussion Paper 4
Fri	Dec	17	Exam 4 at 8.00 AM		