University of Minnesota
Institute of Child Development

SAMPLE SYLLABUS
CPSY 4302-001
Infant Development

Tuesday (T) and Thursday (Th) 1:00 – 2:15
Location: STSS 412
3 credits

Instructor: Sample Instructor, Ph.D.
Office Location: ChDev XXX
Office Hours: By appointment

Teaching Assistant: Sample T.A.
Office Location: ChDev XXXB
Office Hours: Tuesday 11:00 – 12:00

Course Description: Broadly, developmental psychology is a conceptual, theoretical, and methodological approach to the scientific study of the human experience, with a particular focus on understanding processes that affect change and/or stability over time. In this course, we will survey the field of infant development, including its theories and methods. The course will concentrate on the period that begins with conception and ends at two years of life (with a few exceptions to elucidate developmental continuity/discontinuity).

Course Objectives: My primary goal is to equip students with the conceptual and methodological tools necessary for critical and constructive evaluation of the science of infancy. Toward this end, I will introduce students to methodological approaches, major themes, and current questions related to infant development. The primary aim for the student should be to garner an appreciation for the scientific study of infancy, acquire a rather new lexicon to enable meaningful discussion about social, psychological, and biological themes related to infancy, and to wrestle with the hard problems facing the scientific study of the infant period. The latter will be realized through discussion and through written assignments.

Required Textbook & Readings:

Additional required readings will be posted to the moodle website and listed below in the course schedule. Readings on the moodle with an * are required readings. For each topic, I have generated an extended reference list, some papers from which are also posted on moodle. These papers should be explored/evaluated as needed (i.e., for the midterm and/or final exam).

Course Requirements/Assignments:
1. **Attendance is required.** I will allow 4 absences. A 5th absence will result in a 5 point reduction from your final total score (which represents 5% of your final grade).

2. An additional 5% of your final grade will be determined by your participation. Success in this course will depend on a high level of engagement. 1) It is absolutely critical for each student to carefully read the assigned materials prior to class. 2) Active participation in discussion during class is highly encouraged and will not go unnoticed.

3. I will randomly assign Thought Papers throughout the course (another reason attendance is necessary). Essentially, you should think of these as quizzes. In general, a Thought Paper will be assigned at the end of a lecture and will be due the following class period. This assignment is designed for the student to critically engage a theme that was discussed during a lecture OR that comes from the readings for that week. The length of the thought paper is a strict 250-300 word limit. More often than not, clear writing is concise writing. 4 Thought Papers will be assigned throughout the course, each will be worth 5 points, for a cumulative total of 20 points contributed to your final grade. **Thought papers should be uploaded to the moodle before class (i.e., before 1pm) on the day it is due.** Please include your name and the assignment description in the file name (e.g., elison_thought_paper_1.doc OR elison_TP1.doc).

4. Each student will give an Oral Presentation worth 10 points of the final grade. Each student will be randomly assigned to a presentation slot. You will be asked to present on one of the empirical readings for the topic of that week for 8-10 minutes (with a PowerPoint presentation, sent to the professor on the day before your presentation), highlighting the key findings from the reading and how they relate to the current topic of discussion. One key feature of the presentation is to foster subsequent discussion, so generating good questions in response to the reading is imperative. If you cannot present on your scheduled day, you are responsible for ‘trading’ days with one of your classmates (be sure to email me to inform me of the switch ahead of time). There are no make-ups if you miss your day to present.

5. The **midterm** will be a written exam (~1200 words) and will take the form of an extended, more developed, thought paper. However, you will choose one topic from several selected by the instructor and distributed on February 24th. **The midterm is due before class on Tuesday March 10th.**

6. The final exam will be a written exam (~2000 words) and will be on a topic of the student’s choice (with approval by the instructor/TA). An outline (~250 words) and complete bibliography will be due by 1pm Thursday April 30th, and the final paper itself will be due by 12pm (noon) on Tuesday May 12th.

**Special Note on Attendance:**
Attendance is required. I will allow 4 absences. A 5th absence will result in a 5 point reduction from your final total score (which represents 5% of your final grade).

**Extra Credit:**
All students are encouraged to subscribe to a google scholar alert for “infancy” or “infant development.” Throughout the semester, a student can choose to write an additional thought paper in response to an empirical paper related to the psychology or neuroscience of infancy (broadly construed). The primary objective is to read the empirical article and discuss how your developing understanding of the infant period and infant development might inform or supplement the findings from the report. Include the full reference (in APA format) at the top of your thought paper. **This must be completed and uploaded to the moodle before April 30 and is worth up to 5 points.**

**Policy for missed exams or late work:**
All assignments must be uploaded to the Moodle by the deadline specified. No late work will be accepted.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10</td>
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<tr>
<td>Thought Papers</td>
<td>20</td>
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<td>Oral Presentation</td>
<td>10</td>
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<tr>
<td>Midterm (paper):</td>
<td>25</td>
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<td>Outline and Bibliography for final:</td>
<td>05</td>
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<td>Final (paper):</td>
<td>30</td>
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<td><strong>Extra credit</strong></td>
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<td><strong>Total Possible Points</strong></td>
<td><strong>105</strong></td>
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Grading Policy:

- **A** = 93 - 100 points
- **A-** = 90 – 92 points
- **B+** = 87 – 89 points
- **B** = 83 – 86 points
- **B-** = 80 – 82 points
- **C+** = 77 – 79 points
- **C** = 73 – 76 points
- **C-** = 70 – 72 points
- **D+** = 67 – 69 points
- **D** = 60 – 66 points
- **F** = < 60 points

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Tuesday</td>
<td>Introduction &amp; Conceptual Overview</td>
<td>Gottlieb 2007</td>
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<td></td>
<td>Thursday</td>
<td>Background &amp; Research Methods</td>
<td>Chapter 1 &amp; 2</td>
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<td>Week 2</td>
<td>Tuesday</td>
<td>Research Methods</td>
<td>Chapter 3 Aslin 2007</td>
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<td>Colombo &amp; Mitchell, 2009</td>
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<td>Thursday</td>
<td>Prenatal Dev</td>
<td>Chapter 4 DiPietro 2010</td>
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<td>Week 3</td>
<td>Tuesday</td>
<td>Brain Dev</td>
<td>Chapter 5 Greenough et al., 1987</td>
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<td>Thursday</td>
<td>Brain Dev</td>
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<td>Deoni et al., in press</td>
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<td>Gilmore et al., 2008</td>
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<td>Lester &amp; Tronick, 2004</td>
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<td>Lester &amp; Tronick, 2004</td>
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<td>Thomason et al. 2014</td>
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<td>Week 4</td>
<td>Tuesday</td>
<td>Motor Development</td>
<td>Chapter 5 Adolph &amp; Robinson, 2015</td>
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<td>Thursday</td>
<td>Motor Development</td>
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<td>Bornstein et al., 2013</td>
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<td>Needham et al., 2002</td>
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<td>Kretch et al., 2014</td>
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<td>Soska et al., 2014</td>
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<td>Week 5</td>
<td>Tuesday</td>
<td>Perceptual Systems (Auditory)</td>
<td>Chapter 6 Saffron et al., 2006</td>
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<td>Week</td>
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| 6 | Thursday | Perceptual Systems (Auditory) |  | Benasich et al., 2014,  
Gerry et al., 2012,  
Kovacs & Mehler, 2009,  
Saffron et al., 1996 |
| 6 | Tuesday | Perceptual Systems (Visual) |  | Chapter 6  
Johnson 2013 |
| 6 | Thursday | Perceptual Systems (Visual) |  | Lewis & Maurer 1992,  
Maurer et al., 1999,  
Lewkowicz & AG, 2012,  
Zieber et al., 2014 |
| 7 | Tuesday | Cognitive Systems |  | Chapter 7 & 8  
Aslin 2014 |
| 7 | Thursday | Cognitive Systems |  |  
Baillergeon et a., 1985,  
Kirkham et al., 2002,  
Kovacs & Mehler, 2009,  
Xu & Spelke 2000 |
| 8 | Tuesday | Cognitive Development |  | Chapter 7 & 8  
Diamond 2013 |
| 8 | Thursday | Cognitive Development |  | Barr et al., 2014,  
Kochanska et al., 2001,  
Papageorgiou et al. 2014,  
Starr et al. 2013 |
| 9 | Tuesday | no class  
Spring Break |  |  |
| 9 | Thursday | no class  
Spring Break |  |  |
| 10 | Tuesday | Soc-Comm preverbal |  | Chapter 9  
Goldin-Meadow 2013 |
| 10 | Thursday | Soc-Comm preverbal |  | Baldwin, 1991,  
Brooks & Meltzoff, 2002,  
Senju & Csibra, 2008,  
Mundy et al., 2007 |
| 11 | Tuesday | Soc-Comm Language |  | Chapter 9  
Werker & Hensch 2015 |
| 11 | Thursday | Soc-Comm Language |  | Brooks & Meltzoff, 2005,  
Rowe & G-M, 2009,  
Oller et al., 2013,  
Weisleder & AF, 2013 |
| 12 | Tuesday | Social Cognition Face Processing |  | Chapter 12  
Johnson et al., 2014 |
| 12 | Thursday | Social Cognition Face Processing |  | Farroni et al., 2005,  
LeGrand et al., 2003,  
Anzures et al., 2012,  
Scott & Monesson, 2009 |
| 13 | Tuesday | Social Cognition ToM / mentalizing |  | Chapter 12  
Csibra & Gergely, 2009,  
Carruthers, 2013 |
| 13 | Thursday | Social Cognition ToM / mentalizing |  | Onishi et al., 2005,  
Kovacs et al., 2010,  
Hamlin et al., 2011,  
Senju et al., 2011 |
| 14 | Tuesday | Temperament / Emotion |  | Chapter 10 & 11  
Damasio & Carvalho 2013 |
<p>| 14 | Thursday | Temperament / Emotion |  |  |
| 15 | Tuesday | Attachment &amp; |  | Chapter 11 |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Day</th>
<th>Description</th>
<th>Reference</th>
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<tbody>
<tr>
<td>Week 16</td>
<td>Tuesday</td>
<td>Summary and Review</td>
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<td>Thursday</td>
<td>Attachment &amp; Family Systems</td>
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<td>Thursday</td>
<td>Summary and Review</td>
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<td>Final Due</td>
<td>Tuesday</td>
<td>Final Paper</td>
<td>Final Paper DUE</td>
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**Scholastic Dishonesty:**

University policy defines scholastic dishonesty as “any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or exams; plagiarizing (misrepresenting as one's own anything done by another); submitting the same or substantially similar papers for more than one course without the consent of all instructors concerned; depriving another of necessary course materials or sabotaging another’s work.”

Concerning written assignments, passages of more than five words should not be taken directly from another source without proper attribution. My expectation is that the work you submit will reflect your individual efforts.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

**Sexual Harassment:**
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Sexual Harassment shall mean unwelcome sexual advances, requests for sexual favors, and/or verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program;
2. submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment in any University activity or program.

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

The following principles guide the commitment of the University of Minnesota (University) to equity, diversity, equal opportunity, and affirmative action:

1. Consistent with its academic mission and standards, the University is committed to achieving excellence through equity and diversity.
2. A diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society.
3. Equal educational access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society.

4. As a community of faculty, staff, and students engaged in research, scholarship, artistic activity, teaching and learning, or the activities that support them, the University seeks to foster an environment that is diverse, humane, and hospitable.

5. In partnership with community groups, the University is committed to serving the state, the nation, and the world through its outreach and public service.

Special Needs and Disabilities:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- If you are registered with the DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available on the DRC website: https://diversity.umn.edu/disability/