

FRHD 2260: Infant Development
Mondays 7:00 – 9:50 PM

Prof. Susan S. Chuang, Ph.D.

MINS 133D

Tel.: (519) 824-4120 Ext. 58389

schuang@uoguelph.ca

Office hours: Mondays 1:30 – 2:30 PM or by appt.

COURSE OVERVIEW

This course is designed to provide students with a greater understanding of the theories and research on infancy (from birth to 24 months of age). Students will explore the developmental principles and milestones in infancy, focusing on infant development (i.e., physical, social, emotional, cognitive, and language) as well as their social environments (parents, siblings, extended families, community). Issues that will be addressed include but are not limited to poverty, family structure, ethnic/cultural diversity, and daycare.

REQUIRED TEXT

Martin, S., & Berke, J. (2007). *See how they grow: Infants and toddlers*. Clifton Park, NY: Thomson Delmar Learning.

Chuang, S. S. (2014). *Workbook*. Guelph, ON: The Bookstore.

The textbook is on 2-hour reserve at the Library.

PREREQUISITE COURSES

Students **MUST** have taken PSY 1200, (SOC 1100 or ANT 1150) or FRHD 1010.

COURSE GOALS & OBJECTIVES

The goal of this course is to provide students with an in-depth understanding of infancy. By the end of the course, students should be knowledgeable about the:

- Basic concepts of infancy from birth to 24 months of age
- Theories of infant development
- Infant development including physical, social, emotional, cognitive and language
- Physical, social, and cultural environments of infants
- Critical issues that affect infant development such as issues of poverty, maternal employment, family/parenting practices and beliefs

COURSE REQUIREMENTS

Two In-Class Test (15 and 25%): There will be two non-cumulative in-classes that will focus on the readings and class discussions. The tests will be on **FEBRUARY 3 (Chapters 1 – 5) and MARCH 17 (Chapters 6 – 10)**. You have unlimited time to complete the tests.

Class Participation (5%): Class participation (CP) is expected and will include quizzes and in-class assignments, based on the readings and lectures. Each class participation activity will be worth 1%. See Schedule for dates. **All CP is based on the Workbook** so please make sure that you bring it to class. There are 7 class participation activities.

Parenting Interview Report (10%): As you develop your innovative toy, it is important to keep in mind that parents should be able to see the “value” of your toy. Since the toy is based on developmental concepts, students must be able to translate that knowledge to the applied setting. Thus, students, as a group, will create an interview to question TWO parents (from different families) about their views on the toy. Parents’ children do not necessarily have to be infants although it would be more advantageous if they are. This report can be written together (placing all members’ names on the cover sheet) OR individually. Group work **MUST** be accompanied by the **Student Effort Evaluation (SEE)** (see below). **Due: MARCH 3.**

Grading criteria:

- Interview questions (do not transcribe the interview) (3%)
- Commentary on the responses and their relevance to the toy (3%)
- What insights/suggestions were gained from the parents? (3%)
- Organization, grammar, spelling (1%)
- Attach Grading sheet to the **BACK** of the report (if not, -1 point)
- Not stapled, - 1 point
- Interview questions must be attached (deduction – 1 point)

The Parenting Interview Report will be 4 - 5 double-spaced pages **TYPED**. Quotes of the parents’ responses are fine **BUT** must be placed within context and qualified by its relevance to the report.

Student Effort Evaluation (SEE) is a peer evaluation which will assess each individual’s efforts to the report/project, with a maximum of 100%. All of the scores will be averaged and then multiplied by the grade. For example, if your overall effort is 60% and the report receives an 8.5/10, your grade is $60\% \times 8.5 = 5.1/10$. Student Effort Evaluations will be handed in **SEPARATELY** from the report. * If you believe that all team members deserve 100% of the grade, then do *not* hand in a SEE.

Toy Project (30%): Toy companies are constantly developing new toys to sell to the general public. However, some toys are more educational and developmentally appropriate than others. For this class, students will be grouped in a team of **FOUR** students. You *cannot* change groups.

As a company, students will create a company name, develop one toy, and provide a toy report on the toy.

* When you are making your toy, most of the toy must be made. For example, do not take a stuffed toy and then claim that you would place electronic devices in the paws to record voices.

Company Report (1%): Students will collectively hand in ONE report, providing the company's name, mission statement, and advisory board (list of ALL students' names). Be creative on the 1 page (e.g., design a logo, use colour). View this one page as your advertisement to your new company. **DUE: JANUARY 27.**

Toy Project Paper (15%): Students will collectively OR individually write a 5 - 7 double-spaced page TYPED research paper that is based on the toy creation. Collective papers will follow the guidelines and grading system of the *SEE* as discussed above. First, students will develop their toys based on **FIVE** developmental concepts. Make sure that you include the textbook's page number of the concepts being used (e.g., Martin & Berke, p. 46). A developmental concept is terminology that usually is bolded in the textbook. Do not use broad concepts such as fine motor development/skills.

Grading criteria:

- Provide a brief description of the toy and the target age (1%)
- Provide a description of a similar toy and explain how your toy differs in two ways (2%)
- Identify and define five concepts and discuss how each concept is promoted by your toy (2% x 5 = 10%)
- Focusing on one disability, how would you change your toy accordingly and how would that infant benefit from your toy? (2%)
- Attach Grading sheet to the BACK of the report (if not, -1 point)
- Not stapled, - 1 point
- DO NOT QUOTE!

DUE: MARCH 31.

Poster Presentation (14%): Students will present their toy project in a poster session with a public unveiling of your new toy. The presentations will be held in the *University Centre, Peter Clark Hall*. Students **MUST** dress in business attire (no jeans or sweats). All students must be present. The posters will be placed on a tri-fold poster board which can stand on a table. Be creative on how the space is used. Presentations will be on **MONDAY, MARCH 24, from 7:00 - 8:30 PM.**

Grading criteria ~ Poster:

- Is the toy description and target age clearly stated? (2%)
- Are the themes clearly summarized (DO NOT QUOTE)? (5%)
- Overall presentation (1%)

Grading criteria ~ Toy:

- Use of materials? (1%)
- Level of creativity in terms of innovation of the toy (2%)
- Presentation of the toy (2%)
- Professionalism (1%)
- Beyond expectations? 1 extra credit ☺

Youtube Video (5%). It is important to be able to disseminate knowledge in a short amount of time. For the Toy Video, students will create a no longer than THREE minute video that will be uploaded to YouTube.com. There are features in YouTube where you can make the commercial accessible to only the TA or myself.

The header (title) of the video MUST start with “FRHD2260 Group X” so that the public can find the video. The Toy Video must be uploaded by **MONDAY, MARCH 17 by midnight**. For fun, those who are willing to publicize their video, the most “liked” will receive a prize! Votes will be counted by the deadline. Focus on at least THREE developmental themes.

Grading criteria:

- Successful upload (1%)
- Identify and define three developmental themes (3%)
- Overall presentation (1%)

Group Evaluation (10%): As a part of the learning process, students are expected to actively engage in the toy project. Students will evaluate each other on their overall participation in the project. The scores will be averaged from all of the group members’ evaluation as well as student’s own evaluation of him/herself. **DUE: MARCH 31.**

Grading criteria:

- Quality of each member’s work (2%)
- Member helped the group keep focused on the task (2%)
- Member was prepared for each meeting (2%)
- Member contributed to the intellectual development of the project (2%)
- Value to the group (2%)

GRADING SUMMARY


In-Class Tests	40
Class Participation	5
Parenting Interview Report	10
Toy Project	30
Company Report	1
Toy Project Paper	15
Poster Presentation	14
Youtube Video	5
Group Evaluation	10
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Total	100

**** NOTE.** Assignments are due at the BEGINNING of class. During or after class is considered late. Late assignments will receive a deduction of 1% PER DAY. To avoid penalties, students MUST make arrangements with the instructor along with proper documentation BEFORE the day that it is due.

If you are a student with a disability, there are academic accommodations that can be considered. Please contact: Centre for Students with Disabilities, 56208 or csd@uoguelph.ca or www.uoguelph.ca/csd. See Undergraduate Calendar (p. 29) at <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/pdffiles/calendar.pdf>.

There will be no tolerance for academic misconduct. See Undergraduate Calendar (p. 30).

SCHEDULE & READING ASSIGNMENTS

Date	Class Topic	Readings
Jan. 6	Introduction	
13	Caregiving and Educating	Ch. 1
20	Getting in Focus Explaining Behavior	Ch. 2 Ch. 3
27	New Beginnings Taking Notice ~ Company Report Due ~	Ch. 4 Ch. 5
Feb. 3	Grasping the World ~ TEST 1: Ch. 1 - 5 ~	Ch. 6
10	Me and You	Ch. 7
17	*** WINTER BREAK ***	
24	Raring to Go	Ch. 8
Mar. 3	Becoming Toddlers ~ Parenting Interview Due ~	Ch. 9
10	Feeling Around	Ch. 10
17	~ TEST 2: Ch. 6 - 10 ~ ~ Youtube Video ~	
 24	~ Peter Clark Hall, UC ~ 7:00 – 8:30 PM ~ Poster Presentations ~	
31	~ SHOWDOWN!!! ~ Research & Toy Paper Due ~	