

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

REQUIRED TEXT:

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

SELECTED READINGS:

Posted on Courselink

LEARNING ACTIVITIES AND EVALUATION:

*Descriptions of assignment posted on courselink site

Assignment	Percentage Weight
<ul style="list-style-type: none">• Mid-term Exam – Based on Chapters 1-5, readings, and lecture material Multiple choice and True/False <i>DATE: FEBRUARY 23</i>	25%
<ul style="list-style-type: none">• Toy Project – Groups of 4 Comprised of 4 parts:<ol style="list-style-type: none">1. Part A - Group Contract <i>DUE: JANUARY 26</i>2. Part B - Company Report <i>DUE: JANUARY 26</i>3. Part C - Parenting Interview Report <i>DUE: MARCH 2</i>4. Part D - Toy Project Paper and Video Presentation + Group Evaluation <i>DUE: MARCH 23</i>	50%
<ul style="list-style-type: none">• Final Exam – Based on Chapters 6 – 10, readings, and lecture material Multiple choice and True/False <i>DATE: THURSDAY APRIL 9TH</i> <i>07:00PM - 09:00PM</i> <i>Room TBA</i>	25%
Total	100%

** NOTE. All assignments are due at the BEGINNING of designated class.

COURSE SCHEDULE (subject to change, see courselink site for notices of changes)

Week	Topic	Reading	Important Dates
Week 1 Jan 5 th	<ul style="list-style-type: none"> • Introductions • Setting the Stage for Infant Development • Theories of Child Development 	Text: Chapter 3	
Week 2 Jan 12 th	<ul style="list-style-type: none"> • Critical Role of Attachment • Relational Model • Brain Development 	<p>Bellamy, S. (2008). <i>The brain basis of infant attachment</i></p> <p><i>Attachment and neuroscience</i>, National centre for excellence in residential child care</p> <p>Learning and Development: <i>Infants Birth to 12 Months</i>, Better Brains for Babies, the University of Georgia and Georgia Family Services. (2015)</p> <p>Hawley, T (2010). <i>Starting smart: How early experiences affect brain development</i>. 2nd Edition. Zero to Three and Ounce of Prevention Fund.</p>	
Week 3 Jan 19 th	<ul style="list-style-type: none"> • Caregiving and Educating • Responsive Environments • Importance of Families 	Text: Chapter 1	
Week 4 Jan 26 th	<ul style="list-style-type: none"> • Getting in Focus • Importance of Observation 	Text: Chapter 2	Toy Project Part A - Group Contract Part B - Company Report
Week 5 Feb 2 nd	<ul style="list-style-type: none"> • New Beginnings • Effects of Early Abuse and Maltreatment 	Text: Chapter 4 Perry, B. D. (nd) <i>Maltreatment and the developing child: How early childhood experience shapes child and culture</i> .	
Week 6 Feb 9 th	<ul style="list-style-type: none"> • Taking Notice 	Text: Chapter 5	
Week 7 Feb 16 th	Reading Week		

Week 8 Feb 23 rd			Mid-Term Exam In Class
Week 9 Mar 2 nd	<ul style="list-style-type: none"> Grasping the World 	Text: Chapter 6	Toy Project Part C - Parenting Interview Report
Week 10 Mar 9 th	<ul style="list-style-type: none"> Me and You 	Text: Chapter 7	
Week 11 Mar 16 th	<ul style="list-style-type: none"> Raring to Go 	Text: Chapter 8	
Week 12 Mar 23 rd	<ul style="list-style-type: none"> Becoming Toddlers Emotional Regulation and Social Competence 	Text: Chapter 9 Tanyel, N.E. (2009), <i>Emotional regulation: Developing toddlers' social competence</i>	Toy Project Part D - Paper and Video Presentation + Group Evaluation
Week 13 Mar 30 th	<ul style="list-style-type: none"> Feeling Around Effects of Media 	Text: Chapter 10 Lowry, L. <i>Infants and Toddlers "Unplugged": New Recommendations about Media Use from the American Academy of Pediatrics</i>	
Final Exam Thursday April 9th			

COURSELINK (D2L):

A course website supports the teaching and learning activities for this course. All information pertaining to the course will be updated regularly on CourseLink. Please ensure that you log in throughout the semester to check announcements, obtain copies of course outlines, instructions for assignments and course notes. The first 5 integration papers must be handed in through the drop box and all grades for assignments will be posted on Courselink. Additionally, there will be a *Course Questions Discussion Forum* to encourage collaborative learning.

CORRESPONDENCE:

All email directed to the professor or TAs must come from an official University of Guelph email address. Emails will be answered between Monday and Friday only, and you will receive a response within 48 hours if your email is sent from a uoguelph.ca address. You will not receive a response if your email is sent from a Hotmail or personal or work web-based account.

Please do not email with questions regarding course content, those must be posted in the *Course Questions Discussion Forum* on D2L. TAs have been instructed not to answer any individual emails regarding course material.

SAFE LEARNING ENVIRONMENT:

To create a safe learning environment (in class, in group work, and online) students are required to show tolerance for the viewpoints of others. Any abuse, attacks, acts of ridicule, profane language, harassment, etc. will not be tolerated.

WHEN YOU CANNOT MEET COURSE REQUIREMENTS:

When you find yourself unable to meet a course requirement due to illness or compassionate reasons, please advise the course instructor **in writing**, with name and e-mail contact. Where possible, this should be done before the missed work or event, but otherwise, soon after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor will request it.

ADAPTATIONS OR ACCOMMODATIONS

Students who need course adaptations or accommodations because of disability or who have emergency medical information to share, please speak to me during the first two weeks of class to ensure that reasonable accommodations can be made. It is your responsibility to make me aware of these needs, and to take any steps that may be required on your part in order to achieve reasonable accommodation. The Centre for Students with Disabilities is an excellent resource.

<https://www.uoguelph.ca/csd/>

MEETING DEADLINES

- It is the student's responsibility to meet all deadlines.
- If a student finds that he/she is unable to meet course requirements due to illness or compassionate reasons, the student must notify the professor in writing (email) **at least one calendar day before** the original due date (day and time) of the assignment.
- Appropriate documentation of a student's inability to meet that in-course requirement is necessary (for example – signed doctor's note saying why the student could not complete the assignment).
- Extensions may be granted for exceptional reasons deemed acceptable by the professor (for example – medical or compassionate grounds).
- Extension requests will not be granted beyond one week, except in compelling circumstances.
- A student can only receive **one** extension during the course.
- Extensions will **not** be granted on the basis of heavy workload.

LATE ASSIGNMENTS

- Assignments that are not submitted by the original **due date and time** will be considered late
- If a student cannot submit an assignment on time, he/she must take responsibility to contact the professor **at least one calendar day** before the original due date/time of the assignment to make arrangements for submitting the assignment. If arrangements are not made with the instructor prior to the due date, the student will receive a grade of "0."
- Late assignments will receive the following late penalty:

A penalty of 2% *per day* will be deducted from the percentage weight of the respective assignment, to a maximum of 7 calendar days, including weekends.

For example: if the assignment is weighted at 30%, after 1 day the student will receive a 2 % deduction from the final grade the student receives on the assignment (If the student received a grade of 24% / 30%, the revised grade including late penalty will be 24% - 2% = 22%). After 5 days the assignment would receive a 10 % late penalty and the maximum grade for the assignment following penalty would be 20% (30% - 10% = 20%).

- Assignments without an authorized extension will not be accepted more than seven days following the original due date and time and will receive a grade of "0".

REFERENCING

All assignments submitted must follow APA 6th Edition for style, formatting and referencing.

http://www.lib.uoguelph.ca/assistance/writing_services/resources/components/documents/apa.pdf

ACADEMIC INTEGRITY

Academic Integrity is an expectation in the course. It is the student's responsibility to present their *own original* work, and to represent the work of others following the APA 6th Edition.

Students are encouraged to refer to the University of Guelph's Tutorial on Academic Integrity at

<http://www.academicintegrity.uoguelph.ca/>

ACADEMIC MISCONDUCT

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it.

Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Academic misconduct as seen by engaging in the following will not be tolerated. It is your responsibility to follow rules pertaining to academic misconduct found at:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

DEFINED GRADING STANDARDS FOR THE UNIVERSITY OF GUELPH

This course uses the standards as articulated below in the awarding of grades.

80 - 100 (A) Excellent.

An outstanding performance in which the student demonstrates a *superior* grasp of the subject matter, and an ability *to go beyond* the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

70 - 79 (B) Good.

A more than adequate performance in which the student demonstrates a *thorough grasp* of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a *good understanding* of the relevant issues and a familiarity with the appropriate literature and techniques.

60 - 69 (C) Acceptable.

An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

50 - 59 (D) Minimally Acceptable.

A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are *only partially* successful. The student displays *some understanding* of the relevant issues, and some familiarity with the appropriate literature and techniques.

0 - 49 (F) Fail. An inadequate performance.