# FRHD 2260: Infant Development
Thursdays 7:00 – 9:50 PM

Prof. Susan S. Chuang, Ph.D.
MINS 133D
Tel.: (519) 824-4120  Ext. 58389
schuang@uoguelph.ca
Office hours: By appointment

## 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 & OBECTIVES

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; and
- critical issues that affect infant development such as issues of poverty, maternal employment, family/parenting practices and beliefs

**COURSE REQUIREMENTS**

**ONE In-Class Test (20 points):** There will be one in-class test that will focus on the readings and class discussions. The test will be on **February 9 (Chapters 1 – 5) at 8 PM**. You have almost unlimited time to complete the tests (20 minutes from the last 10th person).

**Toy Project (50 points):**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 FIVE 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.

\*\*NO blocks please!

*Company Report (1 point)*: 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: February 2.**

*Toy Project Paper (26 points)*: Students will collectively OR individually write a paper (about 5 - 7 double-spaced page TYPED) paper that is based on the toy creation. Collective papers will follow the guidelines and grading system of the *SEE* as discussed below. Page length is however long it takes to meet the required components.

First, students will develop their toys based on **FOUR** 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.

Many parents do not attend parenting classes before they have children. Many do not have a background in child development, parenting, or psychology-related degrees. Thus, many parents face significant challenges in parenting which lead to negative child outcomes (e.g., low self-esteem, mental health issues). Thus, this is YOUR opportunity to educate parents! If they were to read your paper, what messages would you tell them? What key information will assist them to be more effective parents? MUST be based from the textbook (include page numbers).

*Grading criteria – Toy (17 points):*
- Provide a brief description of the toy and the target age (2 pts)
- Provide a description of a similar toy and explain how your toy differs in two ways (2 pts)

- Identify and define four concepts and discuss how each concept is promoted by your toy (2 pts x 4)
- Focusing on one disability, how would you change your toy accordingly and how would that infant/toddler benefit from your toy? (2 pts)
- Organization, writing, grammar (3 pts)

*Grading criteria - Messages (9* pts*):*
- What THREE messages would you want parents to know? For each one:
  - What is the message? (1 pt x 3)
  - In 2 – 3 sentences, EXPLAIN why it is important? (1 pt x 3)
  - Provide an example/instruction for parents so that they can immediately implement your suggestion (1 pt x 3)

- Attach Grading sheet to the BACK of the report (if not, -1 point)
- Not stapled, - 1 point
- DO NOT QUOTE!

**DUE: April 4.**

**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% x 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.

*Poster Presentation (18 points)***:** 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 **THURSDAY, March 30, from 7:00 - 8:30 PM.**

*Grading criteria ~ Poster (8 pts):*
- Is the toy description and target age clearly stated? (2 pts)
- Are the four concepts clearly summarized (DO NOT QUOTE)? (1 pt x 4)
- Overall presentation, writing, grammar (2 pts)

*Grading criteria ~ Toy (7 pts):*
- Use of materials? (2 pts)
- Level of creativity in terms of innovation of the toy (2 pts)
- Presentation of the toy (2 pts)
- Professionalism (1pt)

- Beyond expectations? 1 extra credit ☺

*Grading criteria – Message of the Day (3 points):*
- What is the message of the day? (1 pt)
  - In 2 – 3 sentences, EXPLAIN why it is important? (1 pt)
  - Provide an example/instruction for parents so that they can immediately implement your suggestion (1 pt)

*Marketing Flyer (5 points).* It is time to put your toy "on the market"! We receive tons of flyers in the mail all of the time, selling this or that. If you were selling your toy to the masses, what would your flyer look like? What parts of your toy would you promote? Would you buy YOUR toy?

In the flyer, be creative. You need to advertise at least THREE features of your toy (based on the textbook). Make sure that any parent with young children would understand the developmental benefits of your toy.

The flyer should be ONE page, pleasing to the eye ☺ **Due: March 2**.

*Grading criteria:*
- Description of the toy (1 pt)
- Identify and define three developmental themes (3 pts)
- Overall presentation (1 pts)

**Group Evaluation (10 points).** 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: April 4.**

*Grading criteria:*
- Quality of each member's work (2 pts)
- Member helped the group keep focused on the task (2 pts)
- Member was prepared for each meeting (2 pts)
- Member contributed to the intellectual development of the project (2 pts)
- Value to the group (2 pts)

**GRADING SUMMARY**

| | |
|---|---|
| **In-Class Test** | **20** |
| | |
| **Toy Project** | **50** |
| Company Report | 1 |
| Toy Project Paper | 26 |
| Poster Presentation | 18 |
| Marketing Flyer | 5 |
| | |
| **Group Evaluation** | **10** |

> **\*\* NOTE.** Assignments are due at the BEGINNING of class. During or after class is considered late. Late assignments will receive a deduction of 1 point PER DAY. To avoid penalties, students MUST make arrangements with the instructor along with proper documentation BEFORE the day that it is due. Assignments will not be accepted after 1 week of due date.

——————————————————

| | |
|---|---|
| **Total** | **80 points** |

*Note.* 80 points will be converted to 100%.

If you are a student with a disability, there are academic accommodations that can be considered. Please contact: Student Accessibility Services, 56208 or csd@uoguelph.ca or www.uoguelph.ca/csd. See Undergraduate Calendar (p. 27) at https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/pdffiles/calendar.pdf.

There will be no tolerance for academic misconduct. See Undergraduate Calendar (p. 28).

**Drop Date**

The last date to drop one-semester courses, without academic penalty, is Friday, March 10, 2017. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

https://www.uoguelph.ca/registrar/calendars/undergraduate/2016-2017/c03/c03-wintersem.shtml

## SCHEDULE & READING ASSIGNMENTS

ATTENTION: There will be guest lecturers (TAs assigned to the class) in this course for two classes.

| Date | | Class Topic | Readings |
|------|---|-------------|----------|
| Jan. | 12 | Introduction | |
| | 19 | Caregiving and Educating<br>**~ Group Time: 8:30 PM ~** | Ch. 1 |
| | 26 | Getting in Focus<br>Explaining Behavior | Ch. 2<br>Ch. 3 |
| Feb. | 2 | New Beginnings<br>Taking Notice<br>**~ Company Report Due ~** | Ch. 4<br>Ch. 5 |
| | 9 | Grasping the World<br>**~ TEST 1: Chs. 1 - 5 at 8 PM ~** | Ch. 6 |
| | 16 | Me and You<br>**~ Group Time: 8 PM ~** | Ch. 7 |
| | 23 | **\*\*\* WINTER BREAK \*\*\*** | |
| Mar. | 2 | Raring to Go<br>**~ Marketing Flyer Due ~** | Ch. 8 |
| | 9 | Becoming Toddlers | Ch. 9 |
| | 16 | Feeling Around | Ch. 10 |
| | 23 | **~ Group Time ~** | |
| | 30 | **~ Peter Clark Hall, UC ~ 7:00 – 8:30 PM**<br>**~ Poster Presentations ~** | |
| Apr. | 4 | **~ SHOWDOWN!!!**<br>**~ Group Evaluation Due ~**<br>**~ Toy Paper Due ~** | |