

## ***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**

Wittmer, D. S., & Peterson, S. H. (2018). *Infant and toddler development and responsible program planning: A relationship-based approach*. Boston, MA: Pearson Education.

Chuang, S. S. (2017). *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; and
- critical issues that affect infant development such as issues of poverty, maternal employment, family/parenting practices and beliefs

## COURSE REQUIREMENTS

**In-Class Tests (40%: 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 8 (Chapters 1 – 6) at 8 PM** and **March 15 (Chapters 7 – 12)**. You have almost unlimited time to complete the tests (20 minutes from the last 10<sup>th</sup> student).

**Quiz (5%).** There will be one ONLINE quiz on Chapters 13 and 15. The quiz is a closed book, individual quiz. The quiz will be open from **March 23, 12 AM to April 5, 11:59 PM**.

**Student Participation (5%).**

**Toy Project (45%).** 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%).** 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. You can either upload into Dropbox OR hand in a hard copy at the beginning of class. **Due: February 1.**

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

First, students will develop their toys based on **FOUR** concepts (see end of each chapter, "Key Terms"). Make sure that you include the textbook's page number of the concepts being used (e.g., p. 46). 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? Information **MUST** be based from the textbook (include page numbers).

**Grading criteria – Toy (17%)**

- Provide a brief description of the toy and the target age (2%)
- Provide a description of a similar toy (1%) and explain how your toy differs in two ways (2%)
- Identify and define four key terms and discuss how each concept is promoted by your toy (2% x 4)
- Focusing on one disability, how would you change your toy accordingly and how would that infant/toddler benefit from your toy? (1%)
- Organization, writing, grammar (3%)

**Grading criteria - Messages (9%)**

- What **THREE** messages would you want parents to know? These messages do **NOT** necessarily have to be related to your toy, but based from the textbook. For each one:
  - What is the message? (1% x 3)
  - In 2 – 3 sentences, **EXPLAIN** why it is important? (include page numbers) (1% x 3)
  - Provide examples/instructions for parents so that they can immediately implement your suggestion (1% x 3)
- **UPLOAD** to Dropbox in Courselink
- **DO NOT QUOTE** the textbook!

**DUE: SATURDAY, April 7 at 7 PM.**

**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.

**Poster Presentation (18%):** 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 29, from 7:00 - 8:30 PM.**

**Grading criteria ~ Poster (8%)**

- Is the toy description and target age clearly stated? (2%)
- Are the four concepts clearly summarized (DO NOT QUOTE)? (1% x 4)
- Overall presentation, writing, grammar (2%)

**Grading criteria ~ Toy (7%)**

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

**Grading criteria – Message of the Day (3%)**

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

**Group Evaluation (5%).** 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 students' own evaluation of themselves. If less than 10 for any group member, email your TA your evaluation. **Due: April 7.**

**Grading criteria**

- Quality of each member's work (1%)
- Member helped the group keep focused on the task (1%)
- Member was prepared for each meeting (1%)
- Member contributed to the intellectual development of the project (1%)
- Value to the group (1%)

**GRADING SUMMARY**

<b>In-Class Tests</b>	<b>40</b>
<b>Quiz</b>	<b>5</b>
<b>Student Participation</b>	<b>5</b>
<b>Toy Project</b>	<b>45</b>
Company Report	1
Toy Project Paper	26
Poster Presentation	18
<b>Group Evaluation</b>	<b>5</b>
<hr/>	
<b>Total</b>	<b>100</b>

**\*\* 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. Assignments will not be accepted after 1 week of due date.

## **E-MAIL COMMUNICATION**

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **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.

*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.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

## **ACCESSIBILITY**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.


For more information, contact SAS (formerly CSD) at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: <http://www.uoguelph.ca/csd/>

## **DROP DATE**

The last date to drop one-semester courses, without academic penalty, is Friday, March 9, 2018. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2017-2018/c03/c03-wintersem.shtml>

### SCHEDULE & READING ASSIGNMENTS

Date	Class Topic	Readings
Jan. 11	Introduction The Importance of the Infant and Toddler Years	Ch. 1
18	Infants, Toddlers, and their Families ~ <b>Group Time: 8:00 PM</b> ~	Ch. 2
25	Understanding and Using Theories The Power of Observation	Chs. 3, 4
Feb. 1	Genetics and Prenatal Development Emotional Learning and Development ~ <b>Company Report</b> ~	Chs. 5, 6
8	Social Learning and Development with Peers ~ <b>TEST 1: Chs. 1 - 6 at 8 PM</b> ~	Ch. 7
15	Cognitive Learning and Development ~ <b>Group Time: 8 PM</b> ~	Ch. 8
22	<b>*** WINTER BREAK ***</b>	
Mar. 1	Language Learning and Development Motor Learning and Development	Chs. 9, 10
8	Responsive Programs Creating a Relationship-based Curriculum	Chs. 11, 12
15	~ <b>TEST 2: Chs. 7 - 12</b> ~	
22	Routines, Environment, and Opportunities Including Infants and Toddlers with Disabilities in Child Care and Learning Programs	Chs. 13, 15
29	~ <b>Poster Presentations: Peter Clark Hall, UC ~ 7:00 – 8:30 PM</b> ~	
 Apr. 5	~ <b>Group Time</b> ~	
7	~ <b>Toy Paper Due at 7 PM: Dropbox</b> ~ ~ <b>Group Evaluation: TA</b> ~	