1.0 Course Information

Instructor: Dr. Christine Tsang  
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Office Hours: Wednesday and Thursday 11:30 to 12:20 or by appointment

2.0 Calendar Description

This seminar course will investigate the processes of development and major developmental milestones which occur during the first year of life, with an emphasis on developmental theories and empirical findings from the literature. Topics covered include: physical development, perceptual development, cognitive development, language development and social development.

Pre-requisites: Psychology 2480E and registration in third or fourth year of the Honors Specialization in Psychology module, or permission of the department.

4 lecture/seminar hours

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

3.0 Required Texts

4.0 Description of Class Methods

Each 2-hour class meeting will be led by one student in the course (or by the instructor) and will be an in-depth discussion of methodological and theoretical issues related to the assigned discussion paper. Following the discussion, the discussion leader will be expected to submit a short critique of the assigned discussion paper 7 days after the actual discussion.

5.0 Course Objectives

By the end of this course, students should have:

- An understanding of the developmental processes underlying development during the first 2 years of life.
- Exposure to methodologies and research designs in the field of infant development.
- Experience with critical evaluation (both written and oral) of empirical research in developmental psychology.

6.0 Evaluation

1. Written Summaries (18%). You must write and submit a short 250 word summary of each of the assigned papers (denoted by * in the Tentative Course Schedule posted on OWL). Summaries are to be submitted before the beginning of each class on the day the paper is scheduled for class discussion. Each summary is worth 1% of the final grade, and will be graded on a pass/fail basis. Late summaries will not be accepted (except on medical/compassionate grounds—see Section 7.0 for more information on the policy for assignment extensions). You are not required to write a summary for the paper for which you “lead the discussion” (see #2).

2. Discussion Leader (15%). Each student is required to “lead” the discussion for one student led paper (denoted by *) over the term. The grade for the discussion will be determined by anonymous feedback from fellow classmates, as well as an assessment from the instructor. For more information on how to lead a discussion, see OWL.

3. Written Critique (15%). You must write and submit a written critique (maximum 3 pages) on the paper that you have chosen to “lead the discussion”. The critique is an in-depth critical analysis of the article (see OWL for details). The critique will be worth 15% of the final grade. The critique is due at the beginning of class 7 days after the discussion of the article. Late critiques will lose 2% of the final grade per day late up to 7 days, after which the grade will be zero.

4. Discussion Reflection (7%). Choose one of the student paper discussions in the course (except for the one that you have chosen to lead), write a reflection of the class discussion. The reflection should summarize the high points of the discussion, as well as include your personal reflection about your learning related to your initial reading of the paper and the associated class discussion.
5. **Research Proposal (35%).** You must write a research proposal (minimum 7 pages) on any topic related to infant development (see OWL for details). The paper will be worth 35% of the final grade. The paper is due on the last day of class. Late papers will lose 2% of the final grade per day late up to 14 days (including weekends), after which the grade will be zero.

6. **Participation (10%).** You are expected to be an active and constructive participant in class discussions. You are expected to come to class having completed the assigned reading and prepared to discuss it. *The final participation grade in the course will depend not only on how often you contribute to class discussion, but the quality of your contribution.* I will take into consideration anonymous comments from the rest of the class, as well as my own assessment of your contribution, to calculate your participation grade.

**Policy Statement Regarding Grades in Psychology at Huron University College**

Students at Huron University College should consider a grade in the range from 76-80 to be evidence of good performance in a 3000-level Honors Psychology course. Grades in the A (80-90%) range will only be awarded for performance that is demonstrably superior to the third and fourth-year major or minor standard. A grade of A+ (90-100%) will only be awarded rarely and only for work that is exceptional.

7.0 **Late Penalties, Extensions, and Make-up Tests**

Summaries are due at the beginning of class time on the date of the specific paper is to be discussed in class. *Late summaries will NOT be accepted.* Note that students who simply hand in a summary and do not attend class will not receive credit for the summary. In the case of a missed discussion day, a student with a valid, documented excuse (see Appendix) will be excused and will not be deducted a 1% penalty.

**Critiques are due 7 days after the discussion** date at the beginning of class. Late critiques will lose 2% per day up to 7 days, after which the grade will be zero.

Research proposal papers are due to the instructor no later than Friday December 10 at 11:59am. Late papers will lost 2% per day late up to 14 days (including weekends). After 14 days, the grade will be zero.

8.0 **Tentative Reading Schedule** (subject to change)

- Th Sep 8  Introduction and Course Overview
Tu Sep 20  Roth & Sweatt (2011). Epigenetic Mechanisms and Environmental Shaping of the Brain During Sensitive Periods of Development.

TEXT READING
Slater et al., Chapter 4 Motor Development


TEXT READING
Slater et al., Chapter 5 The Development of the Senses


Tu Oct 4  NO CLASS

Th Oct 6  NO CLASS

TEXT READING
Slater et al., Chapter 12 How Infants Perceive and Process Faces


TEXT READING
Slater et al., Chapter 11 Language Development

Th Oct 27  NO CLASS—FALL BREAK


**TEXT READINGS**
Slater et al., Ch 8 Perception and Knowledge of the World
Slater et al., Ch 9 Memory Development


Tu Nov 15 *Quinn & Liben (2014). A Sex Different in Mental Rotation in Infants: Convergent Evidence.

**TEXT READINGS**
Slater et al., Ch 14 Social Development
Slater et al., Ch 15 Infants at Play

Th Nov 17  *Belfort et al. (2013). Infant Feeding and Childhood Cognition at Ages 3 and 7 Years: Effects of Breastfeeding Duration and Exclusivity.


Tu Dec 6  NO CLASS—Proposal Preparation
Research Proposals due no later than
Friday December 10 at 11:59am to the instructor (V119)

Appendix to Course Outlines

Prerequisite Information
Students are responsible for ensuring that they have successfully completed all course
prerequisites. Unless you have either the requisites for this course or written special permission
from your Dean to enrol in it, you may be removed from this course and it will be deleted from
your record. This decision may not be appealed. You will receive no adjustment to your fees in
the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars
Membership in the community of Huron University College and the University of Western Ontario
implies acceptance by every student of the principle of respect for the rights, responsibilities,
dignity and well-being of others and a readiness to support an environment conducive to the
intellectual and personal growth of all who study, work and live within it. Upon registration,
students assume the responsibilities that such registration entails. The academic and social
privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning
environment of others. Students can avoid any unnecessary disruption of the class by arriving in
sufficient time to be seated and ready for the start of the class, by remaining silent while the
professor is speaking or another student has the floor, and by taking care of personal needs prior to
the start of class. If a student is late, or knows that he/she will have to leave class early, be
courteous: sit in an aisle seat and enter and leave quietly.
Please see the Code of Student Rights and Responsibilities at:
http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline

Technology
It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in
the classroom for non-classroom activities. Such activity is disruptive and is distracting to other
students and to the instructor, and can inhibit learning. Students are expected to respect the
classroom environment and to refrain from inappropriate use of technology and other electronic
devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Requests for Accommodation on Medical Grounds for assignments worth 10% or more of
final grade: Go Directly to Academic Advising
University Senate policy, which can be found at
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,
requires that all student requests for accommodation on medical grounds for assignments worth
10% or more of the final grade be made directly to the academic advising office of the home
faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the
form (minimally) of the Senate-approved Student Medical Certificate found at:

The documentation is submitted in confidence and will not be shown to instructors. The advisors
will contact the instructor when the medical documentation is received, and will outline the
severity and duration of the medical challenge as expressed on the Student Medical Certificate and
in any other supporting documentation. The student will be informed that the instructor has been
informed of the presence of medical documentation, and will be instructed to work as quickly as
possible with the instructor on an agreement for accommodation. The instructor will not normally
deny accommodation where appropriate medical documentation is in place and where the duration
it describes aligns with the due date(s) of assignment(s). Before denying a request for
accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s
decision is appealable to the dean.

Requests for Accommodation on Medical Grounds for assignments worth less than 10% of
final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the
final course grade, the student should contact the instructor directly. The student need only share
broad outlines of the medical situation. The instructor may require the student to submit
documentation to the academic advisors, in which case she or he will advise the student and inform
the academic advisors to expect documentation. The instructor may not collect medical
documentation. The advisors will contact the instructor when the medical documentation is
received, and will outline the severity and duration of the medical challenge as expressed on the
Student Medical Certificate and in any other supporting documentation. The student will be
informed that the instructor has been informed of the presence of medical documentation, and will
be instructed to work as quickly as possible with the instructor on an agreement for
accommodation. The instructor will not normally deny accommodation where appropriate medical
documentation is in place and where the duration it describes aligns with the due date(s) of
assignment(s). Before denying a request for accommodation on medical grounds, the instructor
will consult with the Dean. The instructor’s decision is appealable to the dean.

Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the
instructor directly. Apart from the exception noted below, academic advisors will not be involved
in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern,
the student should approach an academic advisor with any documentation available. The advisors
will contact the instructor after the student’s request is received, and will outline the severity and
duration of the challenge without breaching confidence. The student will be informed that the instructor has been informed that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor’s decision is appealable to the dean.

Statement on Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Statement on Academic Integrity
The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:
- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one’s own.

Academic Integrity: Importance and Impact
Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another’s work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual’s university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.
Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university’s work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual’s, and the public’s, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university’s reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean’s Office, and this record of the offence will be retained in the Dean’s Office for the duration of the student’s academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

**Policy on Special Needs**
Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

**Attendance Regulations for Examinations**
A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course
(after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

**Class Cancellations**
In the event of a cancellation of class, every effort will be made to post that information on the Huron website, [http://www.huronuc.ca/AccessibilityInfo](http://www.huronuc.ca/AccessibilityInfo) (“Class Cancellations”).

**Mental Health @ Western**
Students who are in emotional/mental distress should refer to Mental Health @ Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.

**Academic Advising**
For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: [http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices](http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices)

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: [http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience](http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience)