College of Education
Department of Human Development & Quantitative Methodology

EDHD 412: INFANT DEVELOPMENT
Spring 2017

Course Meeting Time: Tuesday 3:30pm-6:15pm
Location: Room 1132, Tydings

Instructor: Dr. Alexa Romberg
Office Hours: Wednesday 3:30-4:30 PM and by appointment
Office: 3304T Benjamin Building
Preferred contact: aromberg@umd.edu
301-405-3604

Course Text
The textbook will be supplemented with original research articles and other materials that will be made available on Elms. *Bring a printed copy of these non-textbook readings with you to class to refer to during our class discussion.*

Course Description
Infancy is the period of life when the most profound developmental changes occur. This course is designed to expose the undergraduate student to the unique developmental processes and benchmarks that characterize infancy and the science by which we learn about such processes. This course is particularly relevant to students who are considering careers that may involve infants and children, including developmental scientists, early childhood educators, pediatricians, infant mental health providers, pediatric occupational and physical therapists and family support providers.

Students will explore development across domains, including perceptual, motor, cognitive, language, social, and emotional functioning. Scientific evidence regarding development from the prenatal period through the third year of life will be reviewed. Further, students will consider the impact of specific biological and environmental factors on infant development (e.g., prematurity, parental mental health, poverty). The various research methods used to study infants will be presented as well as the key theoretical issues in the field.

Course Objectives
- To familiarize students with the major theories that inform an understanding of infant development and developmental science generally
To provide students with a foundational knowledge base of the research on infant development and considerations for the design and conduct of developmental science research.

To increase students’ conception of the unique developmental processes that occur in this early period of life, specifically regarding brain development, physical growth, motoric and perceptual skills, cognitive and linguistic development, and social-emotional functioning.

To develop students’ critical thinking skills and their ability to integrate information across subfields of development.

### Course Components

- **In-class assignments (9 of 12)**: 5%
- **Homework**: 10%
- **Final Paper**: 10%
- **In-class exams (3)**: 75%

<table>
<thead>
<tr>
<th>Excellent mastery of subject</th>
<th>A+</th>
<th>98% ≤ g</th>
<th>C+</th>
<th>78% ≤ g &lt; 80%</th>
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<tr>
<td>A</td>
<td>92% ≤ g &lt; 98%</td>
<td>C</td>
<td>72% ≤ g &lt; 78%</td>
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<td>A-</td>
<td>90% ≤ g &lt; 92%</td>
<td>C-</td>
<td>70% ≤ g &lt; 72%</td>
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<tr>
<th>Good mastery of subject</th>
<th>B+</th>
<th>88% ≤ g &lt; 90%</th>
<th>D+</th>
<th>68% ≤ g &lt; 70%</th>
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<tr>
<td>B</td>
<td>82% ≤ g &lt; 88%</td>
<td>D</td>
<td>62% ≤ g &lt; 68%</td>
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<tr>
<td>B-</td>
<td>80% ≤ g &lt; 82%</td>
<td>D-</td>
<td>60% ≤ g &lt; 62%</td>
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<th>Borderline understanding of subject</th>
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<th>&lt; 60%</th>
<th>Failure</th>
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**In-class assignments**

Most classes will include time to complete a specific assignment, typically done in groups. These assignments can only be turned in at the end of the assigned time during class. These assignments will be graded on a scale of 0-2 points. The best 75% of each student’s in-class assignment grades will be included in the final score. For example, assuming a total of 12 in-class assignments, a student’s best 9 scores will make up their final grade for this component. Missing in-class assignments will be scored a 0 and cannot be made up even if the absence is excused.

**Homework**

There will be 3 homework assignments consisting of writing a brief (300-500 word) response to a prompt. The purpose of these assignments is to help students practice applying the concepts discussed in class. Students may discuss the assignments with each other and with the instructor, but all writing must be done independently.

**Final Paper**

There will be one paper assignment due at the end of the semester. The assignment will be discussed in class and posted on Elms. These papers should be approximately 1500 words (about 3 pages single spaced). Students may discuss the assignments with each other and with the instructor, but all writing must be done independently.
Homework and Final Papers will only be accepted as Word documents submitted through Elms. There will be a full grade deduction (10%) for each day of the week late that these assignments are turned in unless the student provides documentation consistent with university policy for excused absences. In that case, an alternate due date will be determined by the instructor and any assignments turned in past that due date will be subject to the same 10% daily grade decrement.

**In-class exams**
There will be 2 mid-terms and a final exam. each worth 25% of the final grade. These exams will consist of multiple choice questions. While the content will draw primarily (though not exclusively) on the content since the last exam, the course themes will be present throughout and a growing and cumulative understanding of those themes is expected. Make-up exams will only be offered if the student provides documentation consistent with university policy for excused absences.

**University Policies**
Please refer to the university policies website for all course related university policies.  
http://www.ugst.umd.edu/courserelatedpolicies.html

All students are expected to be familiar with these policies, including that on plagiarism and academic integrity.
### Overview of Course Content

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Area</th>
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<tbody>
<tr>
<td>1</td>
<td>1/31</td>
<td>Overview &amp; Prenatal development</td>
<td>Physical</td>
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<tr>
<td>2</td>
<td>2/7</td>
<td>Newborn babies, Growth &amp; Nutrition</td>
<td>Physical</td>
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<tr>
<td>3</td>
<td>2/14</td>
<td>Motor Development</td>
<td>Physical</td>
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<td>4</td>
<td>2/21</td>
<td>Understanding developmental research findings</td>
<td>Theory/Applications</td>
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<td>2/22</td>
<td><strong>HOMEWORK 1 DUE NOON ELMS</strong></td>
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<tr>
<td>5</td>
<td>2/28</td>
<td>Exam 1**</td>
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<tr>
<td>6</td>
<td>3/7</td>
<td>Development as a dynamic system</td>
<td>Theory</td>
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<td>7</td>
<td>3/14</td>
<td>Postnatal visual development &amp; face perception</td>
<td>Perceptual/Cognitive</td>
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<td><strong>SPRING BREAK!</strong></td>
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<td>8</td>
<td>3/28</td>
<td>Language Acquisition &amp; Speech Perception</td>
<td>Cognitive</td>
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<td>9</td>
<td>4/4</td>
<td>Memory</td>
<td>Cognitive</td>
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<td>4/5</td>
<td><strong>HOMEWORK 2 DUE NOON ELMS</strong></td>
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<td>10</td>
<td>4/11</td>
<td>Exam 2**</td>
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<td>11</td>
<td>4/18</td>
<td>Brain Development</td>
<td>Physical/Cognitive</td>
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<td>12</td>
<td>4/25</td>
<td>Social and emotional development</td>
<td>Social</td>
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<td>13</td>
<td>5/2</td>
<td>Atypical development</td>
<td>Theory/Applications</td>
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<td>5/3</td>
<td><strong>HOMEWORK 3 DUE NOON ELMS</strong></td>
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<td>14</td>
<td>5/9</td>
<td>Child care and early interventions</td>
<td>Applications</td>
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<td></td>
<td>5/11</td>
<td>FINAL PAPER DUE 11:59 PM ELMS**</td>
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<td>Final Exam time</td>
<td>EXAM 3**</td>
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** University policy on excused absences applies to these assignments.
Reading by week EDHD 412

Infancy = the course textbook
All other readings will be posted on Elms.

Week 1: Overview and prenatal development
- Infancy Chapter 1: Why do we study infants?; Recurring themes in the study of child development
- Infancy Chapter 3: Conception; Prenatal Development; Prenatal Influences

Week 2: Newborn period, growth and nutrition in the first year
- Infancy Chapter 4: Complications of childbirth; Neonatal assessment
- Infancy Chapter 5 MOST [skip Brain Development]

Week 3: Motor Development
- Infancy Chapter 6: Motor Development
- Adolph, K. E., & Robinson, S. R. (2013). The road to walking: What learning to walk tells us about development. Oxford handbook of developmental psychology, 1, 403-443. [ours has page number 1-42]: Introduction; Starting Point, Precursors; Onset; Improvements

Week 4: Understanding developmental research findings
- Infancy Chapter 2 all sections

Week 5: Exam 1, no additional reading

Week 6: Development as a dynamic system

Week 7: Visual development and face perception
- Infancy Chapter 6: Sensory abilities and perceptual development
Week 8: Language acquisition and speech perception
- Infancy Chapter 8 all sections

Week 9: Memory
- Infancy Chapter 7 Cognitive science perspectives

Week 10: Exam 2, no additional reading

Week 11: Postnatal brain development
- Infancy Chapter 5: Brain Development
- From Neurons to Neighborhoods: The Science of Early Childhood Development. Chapter 8. The Developing Brain

Week 12: Social and emotional development
- Infancy Chapter 9: Infant-caregiver relationships; Disturbances in infant-caregiver relationships; Developing trust, becoming attached
- Infancy Chapter 10: Emotions

Week 13: Atypical development

Week 14: Child care and early interventions
- Infancy Chapter 11 all sections
- From Neurons to Neighborhoods: The Science of Early Childhood Development. Chapter 4. Making Causal Connections [section on Causal inference in applied research only]

Week 15: Bringing it together/wrap-up
- Reading TBD