Meetings: Tuesdays 7-10 P.M.
Hamilton Hall 104
Tutorials: Tuesdays 6-7 P.M., HH104 and seminar rooms for small group meetings (to be announced)

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Office hours by appointment

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Readings: Courseware pack Development during Infancy, Psychology 3HH3

Objectives: Psychology 3HH3 concerns perceptual and cognitive development during infancy. It assumes that students have a good background in the basics of human development and that we can build on them to understand the details of development during infancy. We will consider how biological constraints and environmental influences interact to shape the infant’s brain and behaviour.

Content objectives: that students
(a) understand the nature of development during infancy and the mechanisms underlying developmental changes.
(d) derive implications of the material for intervention with normal children and children with problems

Skills objectives: that students become (more) skilled at
(b) Reading and critically evaluating published studies of infants
(c) Synthesizing information and using it to mount an argument both orally and in writing
(d) Working effectively both individually and with a group.

Structure
Classes: About half the time, classes will consist of traditional lectures, supplemented by demonstrations, discussions, and problems to be solved by the whole class. The purpose of the problems and discussion is to encourage you to become actively involved in your learning. Class notes will be posted on Learnlink. The rest of the classes will be used for
group presentations and for skills-building topics (how to read a paper, how to write effectively, how to give a good oral presentation, etc.).

**Learning groups**: Each student will work with a learning group of approximately four supervised by one of the teaching assistants. These groups will work together on the class presentation and may also choose to work together as a study group or on the smaller projects that will be assigned from time to time. Collaborating on these projects is meant to promote learning both about the course material and working effectively in a group. It’s also meant to make the learning fun.

**Group presentation.** Each group will be asked to teach one of the topics in the course. In developing the presentation, the group should use the relevant articles in the coursepack as a starting point and then find additional articles in the peer-reviewed literature using the reference sections from the required readings, medline, Psycinfo, and other search tools. Your group is responsible for the lecture on your topic—make sure you find the key articles, figure out what is known on the topic, and identify areas of uncertainty.

The presentation *and discussion* should last not more than 45 minutes, with no more than 30 minutes devoted to the presentation. It should give an accurate summary of current knowledge and should allow time for thoughtful discussion about the implications of the findings. You should try to make the presentation engaging and get the class involved in the discussion. You may use visual aids, discussion questions, a skit—whatever helps you to present the material in an informative and engaging way. It should also be memorable—because the material may appear on the final exam.

You may decide to take different roles in the group presentation but each group member should participate in its preparation, in the discussion, and in answering questions. Oral presentations will be graded by the instructor, the teaching assistants, and the class based on the content, logical flow, clarity of presentation, and quality of discussion.

After the presentation, each member of the group will be asked to hand in a written evaluation of the contributions of each group member. There will be a form posted on Learnlink for the evaluations. Typically, all group members will receive the same grade, but the instructor will factor-in evidence of unequal contributions as shown by the peer evaluations, teaching assistants’ assessment, postings on Learnlink, and role in the discussion. When there is evidence that a student did not pull his or her weight, the instructor may adjust the presentation mark for that individual.

**Tutorials**: The scheduled tutorial hour on Tuesdays will normally be set aside for groups to meet to work on their group presentation. Groups are expected to meet in their assigned spot during this time, so that the teaching assistants and the instructor can find them to monitor progress and offer advice. Groups are also expected to post their work in their folder on Learnlink for the same reason. Failure to do so will be interpreted as evidence that the group is not working on the project. Especially if your presentation is early in the term, you will need to have additional meetings outside classtime in order to
be prepared to teach your class. After the group finishes the class presentation, it is welcome to continue to meet as a study group, but that is not required.

**Participation in class discussions and preparation of short assignments.** Students are expected to take part in class discussions. To help you prepare for these discussion, there will be occasional short assignments that will be given in class and posted on Learnlink. You should allocate 1 hour/week for such assignments so that you have enough time to complete them between the end of one class and the start of the next. 15% of your grade will be based on participating in class and completing these assignments, with more marks given if the work is of higher quality.

**Major essay related to group project.** Each student is expected to write an individual essay related to the topic presented by the group. It can be on a sub-topic or even a tangent but must be somehow related to the group’s topic. You may talk with classmates about your ideas, but should write the essay independently. Copying the wording of others, be it in another student’s paper or a published article, will be considered plagiarism.

The essay should be 6-8 pages long, not including references, double-spaced. It should summarize the relevant papers and then go beyond them to provide an analysis and critique of what is known. It should then relate the information to the overarching developmental questions about the nature of developmental change (e.g., innate constraints, core knowledge, experience-expectant, experience-dependent, neuroconstructivism). Your analysis might include pointing out a weakness in the method used, discussing contradictory findings, describing methods to test some of the claims made, pointing out an alternative interpretation, noting weaknesses in the argument etc. The essay is due three weeks after your group presentation or April 5, whichever is earlier.

The essay will be graded on content, logical flow, original thinking, and style.

**Exam:** There will be an open-book final exam written during the regular examination period. The questions will require integration across the course material and its application to practical problems.

**Practice question/small paper:** You will receive a choice of questions of the type that will appear on the final exam (but of smaller scope) and be asked to choose one of the questions and to write a 2 to 3-page paper (typed, double-spaced) answering it. Due dates will be staggered throughout the term, based on the topic. The paper will be graded for content, logical flow, synthesis of the course material, and clarity of style. This paper is intended as a way of practicing for the final exam and hence will be worth only 5% of the final mark.

**Learnlink:** We will use Learnlink as a communication platform outside class time. Through Learnlink you will be able to read announcements about the class, print out lecture notes, indicate what your group is doing so as to receive feedback from the
teaching assistants and the instructor, ask for assistance, read and answer sample questions, see what other students are doing, and help each other to learn. In other words, it should allow students to be more in touch with the instructor and with fellow students.

Summary of Requirements

Marks will be determined as a weighted average calculated as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Group presentation</td>
<td>20</td>
</tr>
<tr>
<td>Major essay</td>
<td>25</td>
</tr>
<tr>
<td>Participation in class and on Learnlink</td>
<td>15</td>
</tr>
<tr>
<td>Answer to practice question</td>
<td>5</td>
</tr>
<tr>
<td>Final exam</td>
<td>35</td>
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</tbody>
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Grades will be assigned roughly as follows:

- **A+** 90-100; **A** 85-90; **A-** 80-84; **B+** 77-79; **B** 73-76; **B-** 70-72
- **C+** 67-69; **C** 63-66; **C-** 60-62; **D+** 57-59; **D** 53-56; **D-** 50-52; **F** 0-49

I reserve the right (a) to alter the course requirements or their weighting, depending on the course enrollment, availability of teaching assistants, or other practical considerations and (b) to adjust a student’s final grade either up or down in light of special circumstances and/or the student’s overall performance in the course.

“Attention is drawn to the Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy.”
Psychology 3HH3 2007-2008  Tentative Schedule

January 8  Introduction
Description of group topics
How to find articles; how to read and critically evaluate an article
How to work effectively with a group

By January 10  Deadline for indicating preference for group topics by email or Learnlink message to instructor

January 15  6 P.M. Tutorial: Meet with your assigned group in assigned location (to be posted on Learnlink)
Fetal development
Maurer, D. & Maurer, C. Chapter 2, The View from the Womb
How to improve your writing

January 22  6 P.M. Tutorial (and every Tuesday until your group presentation: Meet with your assigned group in assigned location (to be posted on Learnlink)
Mechanisms of development, Part 2
Elman, E. New Perspectives on Development from Rethinking Innateness

January 29  Smell and taste
Maurer, D., & Maurer, C. Chapter 5, A Question of Taste.
How to give an effective oral presentation; overcoming performance anxiety

February 5  Vision
Maurer, D., & Maurer, C. Chapter 6, Bright Sights.
February 12

**Group presentation 1: face perception**

**Group presentation 2: eyes**

**Group presentation 3: critical periods for visual development**

February 17-23

Midterm recess

February 26

Touch, the vestibular system and motor development
Maurer, D., & Maurer, C. Chapter 8, Activities of the day Coursepack: Thelen

**Group presentation 4: massage therapy**

**Group presentation 5: motor experience and motor and cognitive development**

March 4

Hearing and language
Maurer, D., & Maurer, C., Chapter 7, Sounds of Life

March 11

**Group presentation 6: is language learning special?**
**Group presentation 7: infant-directed speech**

**Group presentation 8: sign language**

**Group presentation 9: focal lesions**

**Group presentation 10: music**

**Concepts Part 1**
Maurer, D., & Maurer, C. Chapter 10, Through the Looking Glass

**Group presentation 11: breast milk and intelligence**

**Group presentation 12: infant arithmetic**

**Group presentation 13: object concept**

**Group presentation 14: imitation**

**Group presentation 15: theory of mind**


| April 8 | Review and wrap-up |
| April Exam Period | Final examination |
Group projects

1. The influence of experience on face processing during infancy: what is learned?
2. Visual processing during infancy: are eyes special?
3. Critical periods for visual development during infancy: do babies learn to see?
4. Effects of massage therapy on infant development
5. The influence of motor experience on development: the role of action in motor and cognitive development
6. The nature of infants’ learning: Is language special?
7. The role of infant-directed speech in development: teaching emotions or language?
8. Plasticity of language learning: Lessons from sign language
10. The nature of infant’s learning: is music special?
11. The relation between breast milk and intelligence
12. Infant arithmetic: what do infants understand about addition and subtraction?
13. Brain development and the object concept: what do infants understand?
14. Imitation: do infants learn by imitation or do they need to learn to imitate?
15. Emerging theory of mind: to what extent do infants understand the perspective of others?