Meetings:  Mondays 7-10 P.M.  
Tutorials, Mondays 6-7 P.M. in rooms tba

Instructor:  Dr. Daphne Maurer  
Psychology 306  
Phone: 905-525-9140, x 23030  
Fax: 905-529-6225  
maurer@mcmaster.ca  
Office hours by appointment

Teaching assistants:  
Vivian Lee <leev9@mcmaster.ca>  
Psychology 219  
Phone: (905) 525-9140, x 26033

Katie Corrigall corrigka@mcmaster.ca  
Psychology 123  
Phone: (905) 525-9140, x27114

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. A new emphasis this year is to consider how development may differ between the WEIRD (western, educated, industrialized, rich, democratic) world where almost all of the research has been done and the rest of the world in which most of humanity lives.

Content objectives: that students  
(a) understand the nature of development during infancy and the mechanisms underlying developmental changes that make some changes universal and others culture-specific.  
(b) derive implications of the material for intervention with normal children and children with problems

Skills objectives: that students become (more) skilled at  
(a) Reading and critically evaluating published studies of infants  
(b) Synthesizing information and using it to present an argument both orally and in writing  
(c) 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 Avenue to Learn. 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 with 2-3 classmates 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 course pack 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. In addition, you are expected to discuss whether there are likely to be differences between infants growing up in the WEIRD world and in the rest of the world, based on any evidence available on cross-cultural differences and their own reflective analysis.

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 Avenue to Learn 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 Avenue to Learn, 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 Mondays just before class will 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 Avenue to Learn 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 class time 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 short assignments that will be given out in class the week before and posted on Avenue to Learn. You will usually need to do the preparatory readings in order to do the assignment. 15% of your grade will be based on participating in class and completing these assignments, with more marks given if the work or comments are 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 8-10 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. 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. Your paper 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) and comment on whether the development is likely to be universal or instead differ between infants growing up in the WEIRD and non-WEIRD worlds. 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.

**Avenue to Learn:** We will use Avenue to Learn as a communication platform outside class time. Through Avenue to Learn 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>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group presentation</td>
<td>See tentative schedule</td>
</tr>
<tr>
<td>Major essay</td>
<td>3 weeks after group presentation or April 5, if earlier</td>
</tr>
<tr>
<td>Participation in class and on Avenue to Learn</td>
<td></td>
</tr>
<tr>
<td>Answer to practice</td>
<td>Staggered dates (to be announced)</td>
</tr>
<tr>
<td>Final exam</td>
<td>April Examination period</td>
</tr>
</tbody>
</table>

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

**Late work**

Late work will not be accepted for the practice question or answers to miniassignments. The major essay will be accepted without penalty until midnight on the day it is due. After that, the penalty for turning the major essay in late will be 2% per day (out of 100).

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 2010-2011    Tentative Schedule

January 3    Introduction

Description of group topics

How to find articles; how to read and critically evaluate an article

January 7 9:00 A.M.    Deadline for indicating preferences for group topics by email to maurer@mcmaster.ca

January 10 6:00 P.M.    Deadline for posting mini-assignment (and 6 P.M. before every subsequent class with a mini-assignment)

Tutorial (and every Monday until your group presentation): Meet with your assigned group in assigned location (to be posted)

January 10 7:00 P.M.    Fetal development
Maurer, D. & Maurer, C. Chapter 2, The View from the Womb

How to improve your writing

January 17    Mechanisms of development Part 1


January 24    Mechanisms of development Part 2

Smell and taste
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 31</td>
<td>Vision</td>
</tr>
<tr>
<td></td>
<td>Maurer, D., &amp; Maurer, C. Chapter 5, A Question of Taste.</td>
</tr>
<tr>
<td>February 7</td>
<td>Touch, the vestibular system and motor development</td>
</tr>
<tr>
<td></td>
<td>Maurer, D., &amp; Maurer, C. Chapter 6, Bright Sights.</td>
</tr>
<tr>
<td></td>
<td>Maurer, D., &amp; Maurer, C. Chapter 8, Activities of the Day.</td>
</tr>
<tr>
<td></td>
<td>How to give an effective oral presentation; overcoming performance anxiety</td>
</tr>
<tr>
<td>February 14</td>
<td>Group presentation 1</td>
</tr>
<tr>
<td></td>
<td>Visual processing in infants: are face special at birth or do they become special during infancy?</td>
</tr>
<tr>
<td></td>
<td>Group presentation 2</td>
</tr>
<tr>
<td></td>
<td>Influence of experience during the first year of life on face processing</td>
</tr>
<tr>
<td></td>
<td>Group presentation 3</td>
</tr>
<tr>
<td></td>
<td>Massage: How does it affect the development of preterm infants and what is the mechanism?</td>
</tr>
<tr>
<td>February 21</td>
<td>Midterm recess</td>
</tr>
</tbody>
</table>
February 28  
Hearing and language  
Maurer, D., & Maurer, C., Chapter 7, Sounds of Life.

March 7  
Group presentation 4  
**What is the role of babbling in language development?**  

Group presentation 5  
**Plasticity of language learning: Lessons from sign language**  

Group presentation 6  
**Plasticity of language learning: Lessons from focal lesions**  

March 14  
Group presentation 7  
**Auditory processing in infants: is music special?**  
of Science, 107, 4758-4763.

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

March 21

Concepts Part 2

Group presentation 8
The influence of motor experience on cognitive development during infancy

Group presentation 9
Can babies learn from watching TV in the first year of life? If so, what do they learn?

March 28

Group presentation 10
Object concept: what do infants understand?

Group presentation 11
Infant arithmetic: what do infants understand about addition and subtraction?
Emerging theory of mind: to what extend do infants understand the perspective of others during the first 18 months of life?

April 4  Review and wrap-up
April Exam Period  Final examination