Course Description:
Findings and implications of current theory, research, and practice in emotional, social, cognitive, language, physical and perceptual development from birth through middle childhood.

Overview:
Welcome to Infant and Child Development! This semester, we will examine the development of children from conception through middle childhood, with a particular emphasis on early childhood mental health from birth – 5 years. We will examine continuity and change across several domains (including physical, motor, cognitive, and socio-emotional development), the mechanisms of developmental change, individual differences in development, and the practical applications of theory and research.

Student Learning Objectives/Outcomes:
Upon completion of this course, students should be able to:
1) identify milestones in child development,
2) comprehend and apply major developmental theories,
3) understand methodologies used in developmental research,
4) critically evaluate published research, and
5) describe the contribution of translational science to infant and child development.

This course seeks to promote students’ independent and critical thinking, further develop students’ abilities to communicate effectively, and give students greater appreciation for the science of child development.

Required Readings:
Selected readings will serve as a springboard for student learning and critical thinking.
2. Additional readings: [http://guides.library.unt.edu/epsy5133](http://guides.library.unt.edu/epsy5133) (click on the required readings tab at top)

The assigned reading list WILL CHANGE over the course of the semester and will reflect article availability, students’ interests, and the flow of in-class discussions and discussion board posts. It is the student’s responsibility to know all changes announced to the syllabus. Please read the assigned chapters and articles before class. This will promote mastery of class material and enable you to be an active participant in class discussions.
Grading Policy and Course Requirements:

Final grades will be calculated as follows:

- A = 540 points+
- B = 480-539
- C = 420-479
- F = below 420

*If at any time you have concerns about your grade or a particular aspect of the course, please schedule an appointment to talk with me.*

1. **Course Engagement:** Students are expected to attend each class and fully participate in class discussions. In addition, students will be asked to participate in a variety of activities that will help me to assess student learning. Arriving to class more than 5 minutes late or leaving more than 5 minutes early will negatively impact your grade, unless approved prior to class by the instructor. (12 opportunities @ 10 points each = 120 points)

2. **Discussion Board Posts:** Students are required to post thoughtful, relevant, and appropriate comments about the assigned readings on the class discussion board (e-learning) before **5:30pm** on WEDNESDAY evening, one full day before the reading is to be discussed. Your comments/questions will form the foundation for our class discussions. Late posts (5:31pm on Wednesday or later) will negatively impact your grade. Although there are thirteen discussion board post opportunities this semester, *ten discussion board posts will contribute a maximum of 200 points towards your final grade (10 opportunities @ 20 points each).* I will provide feedback on your first post to help you gauge whether your post is appropriate in length, detail, and content. Please proofread your posts to be sure they are easily readable and free of errors. In addition, be sure to have a print or digital copy of your post available for our in-class discussions. (10 opportunities @ 20 points each = 200 points)

3. **Final Project/Proposal:** The semester will culminate with student projects, designed to integrate research, policy and practice related to infant and child development. Students will select a topic of personal interest, connect with relevant resources in the community, and demonstrate their knowledge concretely via a final paper, lecture or webinar, or comprehensive set of educational campaign materials. More information about the project will be provided in class. Project proposals are due on November 2nd at 5:30pm. (50 points). Students will have an opportunity to provide feedback on their classmates’ projects during the in-class presentation. (Final projects = 230 points total).

**Summary of Course Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Engagement</td>
<td>120 pts.</td>
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<tr>
<td>Weekly Discussion Board Posts</td>
<td>200 pts.</td>
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<tr>
<td>Final Project Proposal</td>
<td>50 pts.</td>
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<tr>
<td>Final Project</td>
<td>230 pts.</td>
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<tr>
<td><strong>Total</strong></td>
<td>600 Points</td>
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</table>
**General Course Policies**

**Attendance and Class Preparation:**
Attendance is required. If you miss a class, please get the notes from another student. Students are expected to come to class prepared. This means completing the assigned readings before class, so that you can ask questions and be prepared for the day’s lecture, discussion, or in-class activity. Remember, active participation in this course is part of your grade. **Please bring your syllabus, text, and the assigned readings to class each day, along with your discussion board post.** **Inconsistent attendance will negatively affect your grade. There are no make-ups for in-class activities.**

**Key Links:**
**Blackboard:** [https://learn.unt.edu/](https://learn.unt.edu/)
**Library:** [http://www.library.unt.edu/](http://www.library.unt.edu/)
If you are unfamiliar with the UNT library system, electronic databases, etc., consider attending a library tour and orientation. Please check the UNT library website for scheduled times: [www.library.unt.edu](http://www.library.unt.edu/).

**Student Counseling Services:**
[http://studentaffairs.unt.edu/individual-counseling](http://studentaffairs.unt.edu/individual-counseling) (Individual Counseling)
[http://studentaffairs.unt.edu/counseling-testing-services#programs](http://studentaffairs.unt.edu/counseling-testing-services#programs) (Other programs and services)

**Student Learning Center:**
[https://learningcenter.unt.edu/](https://learningcenter.unt.edu/) (General)
[http://learningcenter.unt.edu/studentresources](http://learningcenter.unt.edu/studentresources) (Student resources)

**Opportunities to Learn More about Children and Families:**
First 3 Years (Texas Association for Infant Mental Health) [www.first3yearstx.org](http://www.first3yearstx.org)
Center for Children and Families at the University of Texas at Dallas: [https://ccf.utdallas.edu](https://ccf.utdallas.edu)
Zero To Three: [www.zerotothree.org](http://www.zerotothree.org)
Texas HIPPY (Home Instruction for Parents of Preschool Youngsters): [http://hippy.unt.edu/](http://hippy.unt.edu/)
The Family Place: [http://www.familyplace.org/](http://www.familyplace.org/)

**Respect for Others in the Class:**
It is expected that students will listen to and respect each other’s insights during class. During some class sessions, students may be asked to work in groups. It is expected that students will work in a collegial manner. Any problems or difficulties should be brought to the course instructor for resolution.

**Cell Phones and Use of Technology:**
Please turn off and put away cell phones during class meetings, as they can be a distraction to the instructor and your fellow classmates. Please refrain from e-mailing, messaging, web browsing, or other forms of entertainment during class. Laptop/cell phone use that interferes with student learning will not be tolerated.

Except for students who require audio recordings of course lectures due to documented learning and/or language differences, students are not permitted to audio record class without prior approval of the instructor.
# Course Outline & Assignments

Topics and required readings may be revised/rescheduled as needed during the semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture and Discussion Topic</th>
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<tbody>
<tr>
<td>8/31</td>
<td>Course Overview: Thinking About and Observing Child Development</td>
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<tr>
<td></td>
<td><strong>Tuning In: Zero to Three’s National Parent Survey</strong></td>
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<tr>
<td></td>
<td><strong>State Baby Facts: Read About Texas + Two More States (student choice)</strong></td>
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<td></td>
<td>(print and/or have your selected state fact sheets available for class)</td>
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<tr>
<td>9/7</td>
<td><strong>Prenatal Development and the Birth Experience</strong></td>
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<td></td>
<td><strong>Genetic, Epigenetic and Environmental Contributions</strong></td>
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<td></td>
<td><a href="http://www.ewg.org/research/body-burden-pollution-newborns">http://www.ewg.org/research/body-burden-pollution-newborns</a></td>
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<tr>
<td></td>
<td><strong>The Birth Experience</strong></td>
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<tr>
<td>9/14</td>
<td><strong>From Past to Present: Theoretical Perspectives on Infant &amp; Child Development</strong></td>
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<td></td>
<td><strong>Davies:</strong> Introduction to Part 1; Chapter 1</td>
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<tr>
<td>9/21</td>
<td><strong>Brain Development and the Nervous System</strong></td>
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<tr>
<td></td>
<td><strong>Davies:</strong> Chapter 2</td>
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<td></td>
<td>Siegel, D.J. (2012). <em>The developing mind: How relationships and the brain interact to shape who we are</em>, 2nd ed. Chapter 1. New York: Guilford Publications.</td>
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<td></td>
<td>Harvard University Center on the Developing Child - Key Concepts: Brain Architecture</td>
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</tbody>
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Development in Context

Davies: Chapter 3


Cultural Perspectives on Early Parenting

Infant Development

Davies: Introduction to Part II; Chapter 5

Language Development

Interactional Quality

Research and Practice with Infants

Davies: Chapter 6

Ghosts in the Nursery
http://mhfamilypsychology.com/docs/Ghosts%20in%20the%20nursery%20paper%20copy.pdf

Infant Temperament
http://csefel.vanderbilt.edu/resources/wwb/wwb23.html

Toddler Development

Davies: Chapter 7

Motor Development

Media
10/26  Research and Practice with Toddlers
Davies: Chapter 8

*Early Child Care*
The NICHD Study of Early Child Care and Youth Development: Findings for children up to 4 ½ years.

*Autism and Early Diagnosis*

11/2  Preschool Development
Davies: Chapter 9

*Gender*

*Decision Making*

11/9  Research and Practice with Preschoolers
Davies: Chapter 10

*Play & Peers*


OR

11/16 Middle Childhood Development: Research and Practice
Davies: Chapter 11, 12

Social Competence

Mindfulness

11/23 FALL BREAK

11/30 Final Project Preparation: Peer Feedback & Work Sessions

12/7 Interventions/Bridging Research and Practice
Davies: Chapter 13

Interventions in Childhood


12/14 FINAL PROJECTS DUE 5:30pm – 8:20pm