NOT A CURRENT SYLLABUS – use this Winter 2013 syllabus to get an idea about content of course for

INFANCY
PSYCHOLOGY 383 – Winter 2013
Seminar in Developmental Psychology

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Office: Olin 112A, x7555
Office Hours: Come talk to me about course material/assignments, or just to chat about school/life or how awesome babies are! Feel free to drop in at a different time if you see my door open.

Class Sessions:

When: January 4th – March 15th: Mondays/Wednesdays 11:10-12:20 and Fridays 12:00-1:00
No class on Feb 4th (Monday – midterm break!) or Mar 13th (Wednesday – reading day!)
Where: Olin 103

What: Class sessions will consist primarily of discussion, given that this is an upper-level seminar course. To complement these discussions, we will at times use Powerpoint slides, videos, and handouts. On most class days, I will also pose a “question of the day” where we’ll discuss a key question at the forefront of the minds of parents, educators, and/or developmentalists. Seminars are most successful when everyone feels comfortable, so let’s work together to make this a respectful and positive classroom. I want this to be a challenging, informative, and fun seminar that speaks to your interests, so please talk to me if you have ideas about topics you’d really like some information on.

Course Description:

This seminar focuses on infancy and the amazing developments that occur during this stage of development. We will begin the seminar by reviewing the major milestones of infant development along with major research in the field with the help of our textbook (The Amazing Infant). We will then look at a variety of specialty topics through empirical work in journals and student-led class presentations and debates. My hope is that you will join in the current excitement for this fascinating discipline and find opportunities for challenge and learning.

This course has as major goals: 1) to take away an understanding of infant development; 2) to foster an understanding of the experimental techniques utilized in infant research; 3) to develop critical thinking skills in terms of critiquing research and determining paths for future research; 4) to find evidence supporting one side of an issue and be able to express your side in verbal and written form, and 5) to formulate your own ideas in terms of infant development and share them with others.

Readings:
Required Articles: posted to Moodle; Note: Complete assigned reading before class.

Moodle site:
The syllabus and other important course materials including readings are available on Moodle. Any slides, handouts, and other materials will be posted on Moodle after the class session in which they are presented.
Course Requirements:

--Participating in discussions (10% of final grade) – ALL CLASSES

Productive discussion requires that everyone is willing and able to participate. This includes offering opinions, comments, questions, analysis, and listening carefully and responding constructively to others. You should be familiar with the assigned readings for each class and have also thought about the implications of the readings and be able to make connections to other material discussed in class. If you aren’t in class, you can’t participate, and there is no way to “make-up” discussions after the fact. Thus, missing four or more classes (for any reason) will result in a failing grade.

--One quiz (10% of final grade) – ON JANUARY 21st

Weeks 2 and 3 of the course will provide an overview of infant development to help give you the background necessary to approach the literature and methods of infant work with a critical eye. Thus, on the Monday of week 4, we will have a quiz to make sure we are all on the same page. You will NOT come to class on this day. Instead, it is your job to find a quiet place with computer/internet access. The quiz will be available on Moodle between the hours of 8am and 11pm, so you can choose when to take it on that day. The quiz will have 7 essay questions and you’ll have 70 minutes to complete it.

Note that this is an online quiz, so you will have access to your notes. However, the quiz will be timed and challenging, thus it is required that you study the material in advance. Electing not to do so will likely result in not completing the quiz within the allotted time and/or a poor score. Quizzes submitted after the time deadline will receive an automatic 20% deduction for each 10 minutes late (and thus earning an automatic 0 if more than 50 minutes late). Though you will have access to notes, you are NOT allowed to use any people (your fellow students, staff, faculty, etc.) as resources during the quiz. Doing so will result in automatic failure. If you have any problems during the quiz, please email me immediately. A good idea is to copy/paste out questions/answers so you have a personal copy in case something goes awry (e.g., a foot of snow falls blasting out all Moodle access), and to send me anything you can to prove you’ve completed the work on time if something should go awry.

--Participant Observation (10% of final grade) – DUE JANUARY 28th

You will have the chance to observe infants at the local Montessori daycare. Your job is to perform a naturalistic observation. In other words, observe the infants and what developmental phenomena they are exhibiting. We will go over this assignment in detail on January 23rd, make our observations in groups over the next few days, and the assignment will be due on January 28th.

--Class Leader (20% of final grade: 5% outline, 15% class session) – ONCE – WEEKS 5-10

Each student will lead one class session (one hour) on a specific infancy topic. I will provide 1-2 assigned readings for each topic; the class leader is welcome to provide input/suggestions based on their specific interests and plans for the class. Being the class leader requires a close reading of the assigned materials and may require additional reading or research. You should prepare a variety of questions to discuss the readings with the rest of the group and stimulate thought and critical evaluation of the topic. The class leader will be responsible for filling the majority of class time, and is welcome to design any relevant class activities that go along with that day’s topic (slides, demonstrations, case studies, debates, discussions, games, etc.) BE CREATIVE! You must meet with me at least 48 hours before you are due to lead the class session with a written plan, including sample discussion questions and basic time allotments for each section. Email or talk to me to set up an appointment. You can use my computer during class if needed, and I can also make copies of anything for you, as long as the materials are sent to me by 9am the morning of your class session.

--Group debate/write-up (25% of final grade, 12.5% each) – ON FEBRUARY 8th, MARCH 1st

On 2 Fridays, we will debate “hot” topics in infancy. I will divide the class into two groups, and your group’s mission is to become experts on your side of the debate. Each group will be responsible for creating a written position statement supporting your side, providing evidence, and explaining the real-world value of this issue. Then on the Friday, you will verbally debate this issue. A good debate needs an audience, so you are also responsible for inviting audience members (friends, classmates, faculty, anyone)! I will provide tasty goodies for all on these days. See handout for more information.

--Research proposal (25% of final grade – 5% outline, 15% paper, 5% presentation)

Outline due FEBRUARY 4th, Present on MARCH 11th, Paper due MARCH 15th

Researchers have been studying infants for years, and new information about their development continues to be found. In the term paper, you will have the chance to propose and design an experiment that furthers what we know about infants. See handout for more information.

**There is no final exam. This term paper is the culminating project for this seminar.**
**Take advantage of resources at Carleton!**

**Gould Library:**
Gould Library is full of resources for your research. You can use their online database system to locate relevant articles and books, and you can ask reference librarians if you need any help navigating the system. The Research/IT desk is staffed by reference librarians and Carl Techs who can help you with any problems or questions you have while doing research at the library. Stop by if you're not sure how to go forward in your research, if you're having trouble with a printer, etc. Telephone requests for research assistance can be made to the Research/IT Desk number at (507) 222-4264.

**The Writing Center:**
The Writing Center, located on the 2nd floor of Scoville, has peer-writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours are listed here: https://apps.carleton.edu/campus/asc/writingcenter/. You can reserve specific times for conferences by using their online system: https://writingcenter.carleton.edu/. Walk-ins are welcome, though writers with appts have priority.

**Writing Assistance for Students Whose First Language Is Not English:**
If you are a second language writer and believe you might benefit from working individually with a writing consultant, email Renata Fitzpatrick (rfitzpat@carleton.edu), Second-Language Writing Coordinator, call her at x5998, or stop by her office in 201 Scoville.

**Public Speaking and Class Presentations:**
The Speakeasy is designed to assist you with class presentations. Groups and individuals are welcome at either location: the Libe (room 314) and The IdeaLab (room 26 in the Weitz). A Speakeasy coach, Diana Fraser or Shavera Seneviratne, can also meet you at other mutually convenient times. Email: fraserd@carleton.edu or senevirs@carleton.edu. For hours, visit go.carleton.edu/speakeasy.

**Academic Honesty:**

The Academic Standing Committee has recommended that the following statement be included in course syllabi:

“All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own.

Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses. The academic penalty for a finding of responsibility can range from a grade of zero on the specific assignment to a F in this course.”

Please don’t force me to bring an academic dishonesty case!

**Accommodations:**

Students who seek special or compensatory arrangements with respect to the course should contact me as early as possible. This includes students who are part of a travelling sports team and will be missing class as well as students with documented disabilities. If you have an arrangement with the Office of Disability Services, please let me know ASAP so we can make accommodations.

The Office of Disability Services for Students is located in the Lower Level of Davis Hall, in the same location as the Student Health and Counseling Center. For students with documented disabilities, they provide academic accommodations and other support services that include time management, assistive technology, and alternative testing rooms. Check them out: https://apps.carleton.edu/disabilityservices/
# Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Week 1 -</td>
<td></td>
<td></td>
<td>Topic: Introductions, Syllabus, Scheduling</td>
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<tr>
<td>January 4&lt;sup&gt;th&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>January 6&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Read: Chapter 1</td>
<td>Read: Chapters 2-3</td>
<td>Read: Chapters 4-5</td>
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<td>January 13&lt;sup&gt;th&lt;/sup&gt;-19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Read: Chapter 6</td>
<td>Read: Chapter 7</td>
<td>Read: Chapters 8-9</td>
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<td>Week 4</td>
<td>QUIZ (Take online via Moodle anytime between 8am-11pm)</td>
<td>Discuss and practice participant observation</td>
<td>No Class – Observation at Montessori with Kara at assigned time</td>
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<td>January 20&lt;sup&gt;th&lt;/sup&gt;-26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Reflect on observation Observation Due</td>
<td>Student-led Class</td>
<td>Student-led Class</td>
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<td>Week 5</td>
<td>(Bring hard copy to class)</td>
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<td>Jan 27&lt;sup&gt;th&lt;/sup&gt;-Feb 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>Student-led Class</td>
<td>Student-led Class</td>
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<td>Week 6</td>
<td>No Class – Midterm Break</td>
<td>Meet separately in your debate groups to prepare and practice! Email PP to Kara by end of day</td>
<td>DEBATE #1</td>
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<tr>
<td>February 3&lt;sup&gt;rd&lt;/sup&gt;-9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Paper Outline Due</td>
<td>(Not in classroom so that you don’t collaborate with the opposition!)</td>
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<td>Week 7</td>
<td>(Email to Kara by 11:59pm)</td>
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<tr>
<td>February 10&lt;sup&gt;th&lt;/sup&gt;-16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Student-led Class</td>
<td>Student-led Class</td>
<td>Student-led Class</td>
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<td>Week 8</td>
<td>Student-led Class</td>
<td>Student-led Class</td>
<td>Student-led Class</td>
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<td>February 17&lt;sup&gt;th&lt;/sup&gt;-23&lt;sup&gt;rd&lt;/sup&gt;</td>
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<td>Week 9</td>
<td>Student-led class</td>
<td>Meet separately in your debate groups to prepare and practice! Email PP to Kara by end of day</td>
<td>DEBATE #2</td>
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<tr>
<td>Feb 24&lt;sup&gt;th&lt;/sup&gt;-Mar 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>(Not in classroom so that you don’t collaborate with the opposition!)</td>
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<td>Week 10</td>
<td>Student-led Class</td>
<td>Student-led Class</td>
<td>Closing Remarks &amp; Evaluations</td>
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<tr>
<td>March 3&lt;sup&gt;rd&lt;/sup&gt;-9&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Week 11</td>
<td>PRESENTATIONS</td>
<td>No Class – Reading Day</td>
<td>Paper Due via email (No final exam)</td>
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<td>March 10&lt;sup&gt;th&lt;/sup&gt;-16&lt;sup&gt;th&lt;/sup&gt;</td>
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