Preliminary Syllabus (Subject to Revision)

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Office Hours: Wed 1-2pm, 4-5pm, and by appointment
Office: 356 Schermerhorn Ext.

Course Description
Analysis of human development during the first year of life, with an emphasis on infant perceptual and cognitive development.

Prerequisite: a course in perception, cognition or developmental psychology, and the instructor's permission.

Course Goals
In this class you will learn about research that is conducted to study infant development, and more broadly how infants and young children are able to learn and make sense of the world. You will learn about various developmental phenomena and milestones as well as the techniques that psychologists use to study infants’ and young children’s behavior at various points in early development. Many research methods overlap with other areas of psychology but certain techniques were devised specifically to address developmental issues or to obtain data from preverbal infants. Perhaps most important, you will be able to relate the facts, theories, and methods of developmental psychology to everyday life and real world concerns. This course should give you a scientific basis for understanding and caring for infants, and for considering social policy and norms affecting young children.

Weekly Readings
The weekly reading assignments will typically include a selection of 4 - 5 papers, which may include book chapters, primary research articles and/or review articles. These items will be available as PDF’s for download on New CourseWorks (see preliminary reading list below).

Reaction Papers
Each week students will prepare a 1-page report summarizing the readings and propose at least three integrative questions and/or thought provoking questions for class discussion.

Grading
10% Participation in Weekly Discussion
10% Homework (Weekly “Reaction Papers”)
5% Critique of Infant Toy/Product
25% Oral Presentations (2-3 powerpoint presentations and lead discussion of a research article)
25% Term Paper (10-page literature review and research proposal on choice of topic from class)
25% Final Exam

Requirements and Expectations
To do well in this course, you will need to engage in approximately 6 to 9 hours of study time outside of class each week. It is highly recommended that students attend class on a regular basis, complete all assignments, and keep up with weekly readings.
PSYC W3280 Seminar in Infant Development Spring 2013
Wed 2:10 – 4 pm
200C Schermerhorn Hall
Department of Psychology at Columbia University

Attendance Policy
Students are expected to attend all class sessions and to be on time. Your participation in the class is an integral part of a successful seminar format. If you are unable to attend a class session due to an unforeseen emergency, you must notify the instructor as soon as possible. If such an emergency prevents you from attending a class or completing assigned work, then you must provide the instructor with written documentation from either a doctor or your dean to verify the circumstances.

Classroom Courtesy Statement
Please note that we would like to have a classroom environment that is conducive to learning. As a courtesy to the instructor and fellow students, please remember to turn off cell phones and social networking devices during class period as these can cause distractions for you and other students sitting nearby. All text messaging, chatting and cell phone use should take place outside of class.

Schedule of Course Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Seminar Discussion Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>23-Jan</td>
<td>Course Overview: Topics, Methodologies and Ethical Issues</td>
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<td>2</td>
<td>30-Jan</td>
<td>Theories of Development</td>
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<td>3</td>
<td>6-Feb</td>
<td>Prenatal Learning and Early Perceptual Skills</td>
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<td>4</td>
<td>13-Feb</td>
<td>Object Permanence</td>
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<td>5</td>
<td>20-Feb</td>
<td>Social Cognition: Interpreting Action, Gestures and Goals</td>
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<tr>
<td>6</td>
<td>27-Feb</td>
<td>Social Cognition: Imitation and Helping</td>
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<tr>
<td>7</td>
<td>6-Mar</td>
<td>Categorization</td>
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<tr>
<td>8</td>
<td>13-Mar</td>
<td>Sensitivity to Pictorial Depth Cues and Perceiving Objects in 3D</td>
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<td>--</td>
<td>20-Mar</td>
<td>*No Class -- Spring Recess</td>
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<tr>
<td>9</td>
<td>27-Mar</td>
<td>Reaching and Object Exploration</td>
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<tr>
<td>10</td>
<td>3-Apr</td>
<td>Learning to Move: Crawling and Walking</td>
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<tr>
<td>11</td>
<td>10-Apr</td>
<td>Memory and Retrieval</td>
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<td>12</td>
<td>17-Apr</td>
<td>Preverbal Communication and Language Acquisition Mechanisms</td>
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<tr>
<td>13</td>
<td>24-Apr</td>
<td>Enrichment and Cortical Maturation</td>
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<td>14</td>
<td>1-May</td>
<td>Autism and Atypical Development</td>
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Weekly Lecture Topics and Reading Assignments
(Note: This is a Preliminary Reading List and is Subject to Revision)

Week 1. Course Overview, Methodologies and Ethical Issues


Week 2. Theories of Development


Week 3. Prenatal Learning and Early Perceptual Skills


Week 4. Object Permanence


Week 5. Social Cognition: Interpreting Action, Gestures and Goals


Week 6. Social Cognition: Imitation and Helping


Week 7. Categorization


Week 8. Sensitivity to Pictorial Depth Cues and Perceiving Objects in 3D


Week 9. Reaching and Object Exploration


Week 10. Learning to Move: Crawling and Walking


Week 11. Memory and Retrieval


**Week 12. Preverbal Communication and Language Acquisition Mechanisms**


**Week 13. Enrichment and Cortical Maturation**


Week 14. Autism and Atypical Development


