

MAY 09 2005

Here is some of the general class information for PSYD20, including a general course description, and a list of the course requirements. For more specific information regarding these requirements, see the links below.

### *Course Description:*

This course is designed to provide a broad and comprehensive overview of theories and research in perceptual and motor development. The topics to be covered include object and depth perception, visual organization, intermodal perception, speech and music perception, spatial orientation, postural control and locomotion, and so on. The format of this course is seminar-discussion. Each week, students will read a series of papers and/or experimental reports, and will discuss these readings in class.

### *Course Requirements:*

There are multiple requirements for this class. First, there are regular thought pieces (1-2 pages) that focus on the articles you have read. These papers should include a short description concerning what the paper was about, along with a comment or reaction to this work. Second, there are slightly longer (3-5 pages) experimental proposals. These proposals focus on the recently read material (i.e., the last few weeks), and involve suggesting a topic for future study; research proposals will be orally presented in class as well. Third, there is a write-up (3-5 pages) on the study observation that you will be doing. Fourth, there is a (10-15) page term paper involving library research on any topic area involving perceptual and/or motor development; more detail will be given on this paper later in the class. Finally, a component of your grade is based on class participation. Because this is a seminar that meets once a week, it is critical that you both come to class and that you actively participate; to provide incentive, part of your grade is based on your participation. All papers are due at the beginning of class and should be double-spaced and typed. The thought papers WILL NOT be accepted late.

For the remaining papers the penalty is that your mark is lowered one grade (e.g., A -> B+) for each day it is late.

Along with reading about work in perceptual development, this class will also give you some experience in seeing research being conducted. To do this, you will schedule time in which you will observe the running of experiments in my laboratory. Because this involves time outside of the regular class period, there are 2 days in which I have scheduled "no class", to compensate for this outside commitment.

## Course Assignments, and Due Dates

### Syllabus

#### *Class Assignment Dates*

<b>Date</b>	<b>Assignment</b>	<b>% of Grade</b>
May 10		
May 17	<i>Thought Paper</i>	4%
May 24	<i>Thought Paper</i>	4%
May 31	<i>Thought Paper</i>	4%
June 7	<i>Research Proposal 1</i>	12%
June 14	<i>Thought Paper</i>	4%

June 21      *Thought Paper*      4%

June 28      **Reading Week**

July 5      *Research Proposal 2*      12%

July 12      *Thought Paper*      4%

July 19      *Thought Paper*      4%

July 26      *Thought Paper*      4%

Aug. 2      *Research Proposal 3*      12%

Aug. 9      *Term Paper (due by 2 PM)*

Thought Papers	32% (8 x 4%)
Research Proposals	36% (3 x 12%)
Term Paper	22%
Class Participation	10%
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Total:	100%

## May 17 Object perception and object individuation

- ☒ Johnson, S. P., Cohen, L. B., Marks, K. H., & Johnson, K. L. (2003). Young infants' perception of object unity in rotation displays. *Infancy*, 4, 285-295.
  - ☒ Wilcox, T., & Chapa, C. (2002). Infants' reasoning about opaque and transparent occluders in an individuation task. *Cognition*, 85, B1-B10.
  - ☒ Mareschal, D., & Johnson, M. H. (2003). The "what" and "where" of object representations in infancy. *Cognition*, 88, 259-276.
  - ☒ Streri, A., Gentaz, E., Spelke, E., & Van de Walle, G. (2004). Infants' haptic perception of object unity in rotating displays. *The Quarterly Journal of Experimental Psychology*, 57A, 523-538.
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## May 24 Visual expectations

- ☒ Adler, S. A., & Haith, M. M. (2003). The nature of infants' visual expectations for event context. *Infancy*, 4, 389-421.
  - ☒ Reznick, J. S., Chawarski, K., & Betts, S. (2000). The development of visual expectations in the first year. *Child Development*, 71, 1191-1204.
  - ☒ Rose, S. A., Feldman, J. F., Janowski, J. J., & Caro, D. M. (2002). A longitudinal study of visual expectation and reaction in the first year of life. *Child Development*, 73, 47-61.
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## May 24 Rational and goal-directed action

- ☒ Guajardo, J. J., & Woodward, A. L. (2004). Is agency skin deep? Surface attributes influence infants' sensitivity to goal-directed action. *Infancy*, 6, 361-384.
  - ☒ Carpenter, J., Call, J., & Tomasello, M. (2005). Twelve- and 18-month-olds copy actions in terms of goals. *Developmental Science*, 8, F13-F20.
  - ☒ Gergely, G., Bekkering, H., & Kiraly, I. (2002). Rational imitation in preverbal infants. *Nature*, 415, 755.
  - ☒ Sodian, B., Schoeppner, B., & Metz, U. (2004). Do infants apply the principle of rational action to human agents? *Infant Behavior and Development*, 27, 31-41.
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## June 14 Spatial orientation and search

- 📖 Ruffman, T., Slade, L., Sandino, J. C., & Fletcher, A. (2005). Are A-Not-B errors caused by a belief about object location? *Child Development, 76*, 122-136.
  - 📖 Spencer, J. P., & Schutte, A. R. (2004). Unifying representations and responses: Perseverative biases arise from a single behavioral system. *Psychological Science, 15*, 187-193.
  - 📖 Clearfield, M. W. (2004). The role of crawling and walking experience in infant spatial memory. *Journal of Experimental Child Psychology, 89*, 214-241.
  - 📖 Krojgaard, P. (2005). Infants' search for hidden persons. *International Journal of Behavioral Development, 29*, 70-79.
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### June 21 Self perception and mirror self recognition

- 📖 Rochat, P., & Striano, T. (2002). Who's in the mirror? Self-other discrimination in specular images by four- and nine-month-old infants. *Child Development, 73*, 35-46.
  - 📖 Gallup, G. G. Jr. (1970). Chimpanzees: Self-recognition. *Science, 167*, 86-87.
  - 📖 Courage, M. L., Edison, S. C., & Howe, M. L. (2004). Variability in the early development of visual self-recognition. *Infant Behavior and Development, 27*, 509-532.
  - 📖 Nielsen, M., & Dissanayake, C. (2004). Pretend play, mirror self-recognition and imitation: A longitudinal investigation in the second year. *Infant Behavior and Development, 27*, 342-365.
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### July 12 Tool use

- 📖 McCarty, M. E., Clifton, R. K., & Collard, R. R. (2001). The beginnings of tool use by infants and toddlers. *Infancy, 2*, 233-256.
  - 📖 Rakoczy, H., Tomasello, M., & Striano, T. (2005). On tools and toys: How children learn to act on and pretend with "virgin objects". *Developmental Science, 8*, 57-73.
  - 📖 Bongers, R. M., Smitsman, A. D., Michaels, C. F. (2004). Geometric, but not kinetic, properties of tools affect the affordances perceived by toddlers. *Ecological Psychology, 16*, 129-158.
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### July 19 Postural control

- 📖 Bertenthal, B. I., Boker, S. M., & Xu, M. (2000). Analysis of the perception-action cycle for visually induced postural sway in 9-month-olds infants. *Infant Behavior and Development, 23*, 299-315.
- 📖 Metcalfe, J. S., McDowell, K., Chang, T-Y., Chen, L-C., Jeka, J. J., & Clark, J. E. (2005). Development of sensory-motor integration: An event-related analysis of infant posture in the first year of walking. *Developmental Psychobiology, 46*, 19-35.
- 📖 Hatzitaki, V., Zisi, V., Kollias, I., Kioumourtzoglou, E. (2002). Perceptual-motor contributions to static and dynamic balance control in children. *Journal of Motor Behavior, 34*, 161-170.

Wijnroks, L., & van Veldhoven, N. (2003). Individual differences in postural control and cognitive development in preterm infants. *Infant Behavior and Development*, 26, 14-26.

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## July 26 Locomotion

Adolph, K. E., Vereijken, B., Shrout, P. E. (2003). What changes in infant walking and why? *Child Development*, 74, 475-497.

Lam, T., Wolstenholme, C., Yang, J. F. (2003). How do infants adapt to loading of the limb during the swing phase. *Journal of Neurophysiology*, 89, 1920-1928.

Berger, S. E. (2004). Demands on finite cognitive capacity cause infants' perseverative errors. *Infancy*, 5, 217-238.