

Syllabus for Infant and Child Development

Fall 2011

Psychology 331:01 Infant and Child Development
MW 5th Period, Scott Hall, Room 135, 2:50-4:10 pm

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Office hours: by appointment

TA: TBD

Read the syllabus all the way to the end. It contains important information. On the first day of class, please ask questions about anything you do not understand. Your continued enrollment in the course implies your understanding and acceptance of the information in the syllabus.

Required Text: Siegler, Deloache, & Eisenberg (2006) *How Children Develop*, loose-leaf, Third Edition, Worth Publishers. Available at New Jersey Books on Somerset Street in New Brunswick, and online .

Required Clicker: Turning Technologies RF Clicker

Objectives of the course

1. Students will develop an understanding of the major themes and controversies that continue to shape research in infant and child development.
2. Students will be able to describe developmental changes in the physical, cognitive, and emotional/social capacities of children over the course of infancy and childhood.
3. Students will be able to characterize major theoretical conceptions of childhood transitions and the research evidence supporting these.
4. Students will acquire practical knowledge of the behavioral capacities of infants and children and of major avoidable risk factors that can compromise normal development.

On-line quizzes: There will be multiple **required** on-line quizzes associated with the material for every week. These will vary in length. The quizzes are primarily drawn from the book, as indicated in the quiz titles. However, questions may also be drawn from material presented in class, posted on Sakai, or material you should remember from General Psychology. **There is a deadline for every quiz.** Complete the quizzes early (early, as in a day or so before the deadline, rather than 15 minutes before the deadline) and you will not run into trouble. If you miss the deadline, you get a zero for the quiz.

There are two types of quizzes, Weekly Assessments, and Distributed Practice Quizzes. Weekly Assessments may only be taken once and the percent correct scores are averaged to produce an "On-line" average. The on line average excludes your two lowest scores (zeroes for missed quizzes count as low scores).

Quizzes that you can retake are Distributed Practice quizzes. [These distributed practice quizzes are intended to support your learning. In educational jargon, these are often called "formative assessments."](#) Your scores on these quizzes are not included in your average. However, you get credit for completing the quizzes AND retaking the quizzes will prepare you for exams and in-class clicker quizzes.

For both types of quizzes, feedback on your answers will be available immediately after you submit your quiz.

On-line reviews before exams: Before each of the exams and the final exam, review exams will be posted on the Sakai site. Scores on these reviews will not affect your grade.

In-class clicker quizzes: At intervals during most lectures, opinion or factual questions will be presented for you to answer with a clicker response. You receive partial credit for incorrect responses, and full credit for responses to opinion questions. I compute a score for every in-class quiz; your average score on the in-class

quizzes is worth as much as an exam. Questions, answers, and your responses are posted for every in-class quiz... it is your responsibility to check these the day after every class to ensure that your clicker is working and your responses are being recorded.

Exams: There will be two cumulative exams and a cumulative final. Reviewing the formative assessments will assist your retention of material covered earlier in the course.

Learning and remembering the material covered in this course: Preview the text before you begin any serious reading. Before you read a chapter, skim through it to understand the structure of the authors' presentation and formulate questions that interest you about the topics covered. Write your questions down, on paper, in your laptop, or on index cards. Then begin to read the chapter, reading for answers to your questions. Stop after every major section. Write (or type) any answers to your questions that you have found. Note any additional questions that you have. Take notes reviewing the major points of the section. Run up and down the stairs, go get a soda, take a health break. Then go on to the next section, using the same technique: read for answers, read for questions, record answers to your questions and major summary points. Later in the week, review your chapter questions and notes, review the PowerPoint slides, review your lecture notes. Then take the distributed practice quiz. When you've met your criterion, take the associated graded quiz.

The material will be easier to remember — for retrieval on exams or in real life -- if you actively organize it and relate it to information that you have already learned.

You will learn and retain much more if you attend class regularly. Many classes will incorporate visual and video material that will illustrate important phenomena and research findings vividly. In general, these materials will not be on-line.

Behavior in the classroom: As adults, students are expected to behave in a manner that is conducive to learning in a lecture environment. However, should a student's behavior be perceived by the instructor to be disruptive to fellow students in the class, the instructor will ask the student to leave the class room, and if this occurs on a regular basis, then the disruptive student may be judged unable to successfully complete the course with a passing grade.

The schedule below is subject to change.

Week	Dates	Topic/Assignments 331:01 Scott 135 2:50-4:10
1	M Sept 5 W Sept 7 Th Sept 8	NO CLASS LABOR DAY Overview of Infant & Child Development: History & Methods Chapter 1 BRING YOUR CLICKER TO CLASS. We also meet on Thursday this week Pre-natal Development and the Newborn Period, Chapter 2 Clicker Quiz
2	M Sept 12 W Sept 14	Biology and Behavior, Chapter 3, Clicker Quiz continued...clicker quiz
3	M Sept 19 W Sept 21	Theories of Cognitive Development, Chapter 4-Clicker Quiz continued...clicker quiz
4	M Sept 26 W Sept 28	Finish Chapter 4-Clicker Quiz Wednesday: Exam 1: Chapters 1 – 4 (Students who will not be able to take the exam at the scheduled time because of religious observance should make arrangements for an alternate time before the exam date)
5	M Oct 3 W Oct 5	Chapter 5: Seeing, Thinking, Doing in Infancy, Clicker Quiz continued, clicker quiz
6	M Oct 10 W Oct 12	Development of Language and Symbol Use, Chapter 6

		continued, clicker quiz
7	M Oct 17 W Oct 19	Conceptual Development, Chapter 7. Clicker Quiz Parts of Intelligence and Academic Achievement, Chapter 8, Clicker Quiz
8	M Oct 24 W Oct 26	Social Development Chapter 9, Clicker Quizzes
9	M Oct 31 W Nov 2	Review before Exam 2, Clicker Quiz <i>Wednesday, Exam 2: Chapters 1 - 9</i>
10	M Nov 7 W Nov 9	Emotional Development, Chapter 10 Clicker Quizzes Attachment & Self, Chapter 11 Clicker Quizzes
11	M Nov 14 W Nov 16	Attachment & Self continued... Clicker Quizzes The Family, Chapter 12 – Clicker Quizzes
12	M Nov 21 W Nov 23 NOCLASS	Family continued....Peer Relationships, Chapter 13 Clicker Quizzes Thanksgiving Recess
13	M Nov 28 W Nov 30-	Peer relationships continued Clicker Quizzes
14	M Dec 5 W Dec 7	Moral Development, Chapter 14 Clicker Quizzes
15	M Dec 12 W Dec 13	Gender Development, Chapter 15 Clicker Quizzes No Class. CLASSES ARE OVER
16	F Dec 23 12 pm – 3 pm	Final Exam: Cumulative

Grading: Grades will be based on a point system, as follows

Exams:	100 points each	300 points
Clicker Average	Maximum of 100	100 points
On-line quizzes	Average score	100 points
On-line Distributed Practice quizzes (pro-rated for number completed on time)		30 points

Grading standards

A	470 points
B	420 points
C	360 points
D	265 points
F	200 points

At my discretion, there may be extra credit opportunities available. If you need a certain average to stay in school, to keep financial aid, to get into graduate or professional school, or just to keep your parents off your back, attend ALL CLASSES, make sure your clicker is working, study actively, take the quizzes, review frequently. Elaborative encoding, elaborative rehearsal, and distributed review of course material will lead to greatly improved retention of the material....and decent grades.

Missed exams: If you miss an exam, in general, you get a zero. Don't miss exams. If you have an unavoidable conflict, let me know ahead of time. In the case of extraordinary circumstances (hospitalization, death in the family) you will have to produce documentation; with acceptable documentation, we can make arrangements for a makeup.

BE ON TIME FOR EXAMS. If you arrive after the first student has turned in an exam, you will not be admitted to the exam and will have to take a makeup.

Special arrangements: If you are entitled to extended testing time or other testing accommodations, provide me with the documentation from the Office of Disability Services, and I will work with them to arrange alternate administration of your exams. Identify yourself early in the term. If you wait until just before an exam, there may be a considerable delay in scheduling your exam.

If things go horribly wrong in this course, other courses, or your life: the University has many resources to help you. The faculty and staff want you to thrive at the University and to succeed academically and socially. Ask for help as soon as you realize there is a problem. If you don't know what resources are available, I will refer you.