

Syllabus for Spring 2012
Psychology 331:06 Infant and Child Development
Tuesday and Thursday Pharmacy 111, 6:40 pm - 8:00 pm

Exam dates: Thursday, February 9; Thursday, March 22
FINAL EXAM: Thursday, May 3, 8 - 11 pm

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Office: 227 Tillett Hall, Livingston Campus
Office hours: Tuesdays and Wednesdays, 11:00 am - 12:30, AND other times by appointment

TA: TBD

Supplemental Instructor: 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. **All material posted on-line is covered by one or more copyrights.** This includes the quiz questions and the clicker questions. That means that you **may not** distribute these materials or post them to other sites.

Required Text: Siegler, Deloache, & Eisenberg (2010) How Children Develop, loose-leaf, Third Edition, Worth Publishers. Available at New Jersey Books on Somerset Street in New Brunswick, and online through coursesmart.com. You cannot do well in this course without reading the text book. *At my discretion, I may assign required outside reading beyond the text book. Last semester I did not, but in some previous semesters I have.* It is highly likely that I will post OPTIONAL outside readings, as I encounter research reports, reviews, or news that I find relevant and interesting.

Required Clicker: Turning Technologies RF Clicker. Available at New Jersey books.

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 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. *Clemency clause: one chapter's worth of quizzes (Weekly Assessment and distributed practice quiz) will be reset upon request. Don't make up a reason why you missed the deadline, just ask that it be reset.*

There are two types of quizzes, Chapter Assessments, and Distributed Practice Quizzes. Chapter 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 do get credit for completing the quizzes AND retaking the quizzes will prepare you for exams and in-class clicker quizzes. **Completing the quiz means making a good faith effort - indicated by answering all questions and obtaining an above chance score.**

For both types of quizzes, feedback on your answers will be available immediately after you submit your quiz. *Sakai is a very useful platform, but not perfect. Let me know if you have problems and I will attempt to address the issues.*

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 no 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. *Your clicker average will be based on your "adjusted" average percent correct score. The denominator for computing the average is reduced by 4, and the result capped at 100. This means you can miss four clicker quizzes, but you benefit if you miss fewer.*

Register your clicker device using the special "quiz" in Tests and Quizzes. Your clicker device ID is the six-character hexadecimal code on the back of your device. The only characters in the six-character code are the letters A through F and the digits 0

through 9. Even if you have taken a previous class with me and registered your clicker for that class, you must register it again for this class.

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. What does "cumulative" imply? 80% of exam content will be for material covered since the last exam and 20% will be from earlier material.

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 - in your own words - reviewing the major points of the section. Run up and down the stairs, go get a soda, or 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 (I hope you will expect yourself to significantly exceed chance levels of performance), 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. In addition, it is very difficult to obtain a grade higher than **C** without clicker points. 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 classroom, 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.

Attendance and Absences: You are expected to attend all classes unless you are ill or involved in a university sponsored event. Absences for religious observances and participation in university sponsored events (such as varsity athletics) will be excused and you will be permitted to make up any missed work.

Lecture topics and exam dates are listed in the table below. The topic-coverage schedule below is subject to change, but exam dates are fixed.

Week	Dates	Topic/Assignments 331:06 Pharmacy 111 6:40 – 8:00 pm
1	T Jan 17 Th Jan 19	Overview of Infant & Child Development: History & Methods Chapter 1 BRING YOUR CLICKER TO CLASS. Pre-natal Development and the Newborn Period, Chapter 2 Clicker Quiz
2	T Jan 24 Th Jan 26	Biology and Behavior, Chapter 3, Clicker Quiz continued...clicker quiz
3	T Jan 31 Th Feb 2	Theories of Cognitive Development, Chapter 4-Clicker Quiz ... continued...clicker quiz
4	T Feb 7 Th Feb 9	Finish Chapter 4-Clicker Quiz Thursday: Exam 1: Chapters 1 – 4
5	T Feb 14 Th Feb 16	Movie Chapter 5: Seeing, Thinking, Doing in Infancy, Clicker Quiz
6	T Feb 21 Th Feb 23	Development of Language and Symbol Use, Chapter 6 continued, clicker quiz
7	T Feb 28 Th March 1	Conceptual Development, Chapter 7. Clicker Quiz Parts of Intelligence and Academic Achievement, Chapter 8, Clicker Quiz
8	T March 6 Th March 8	Social Development Chapter 9, Clicker Quiz Chapter 10 Emotional Development
9	T March 13 Th March 15	Spring Break – no classes
10	T March 20 Th March 22	Chapter 10 Emotional Development 2, Clicker Quiz Thursday, Exam 2: Emphasis on Chapters 5 – 10
11	T March 27 Th March 29	Attachment & Self continued... Clicker Quizzes The Family, Chapter 12 – Clicker Quizzes
12	T April 3 Th April 5	Family continued.... Peer Relationships, Chapter 13 Clicker Quizzes
13	T April 10 Th April 12	Peer relationships continued Clicker Quizzes
14	T April 17 Th April 19	Moral Development, Chapter 14 Clicker Quizzes
15	T April 24 Th April 26	Gender Development, Chapter 15 Clicker Quizzes
16	T May 1 Th May 3 8 pm – 11 pm	No Class. CLASSES ARE OVER Final Exam: Emphasis on Chapters 11 - 15

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		30 points

(You must complete and score above chance to get credit for distributed practice quizzes, 2 points per credited quiz.)

Grading standards

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

There are **no extra credit** opportunities currently planned. 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. Show up early. 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 work with them to arrange alternate administration of your exams. I will provide Disability Services with a copy of exams for you to take. 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.