

Fall 2012

## Syllabus for Infant and Child Development

### **Fall 2012**

Psychology 331:01 Infant and Child Development  
MW 5<sup>th</sup> Period, Scott Hall, Room 135, 2:50-4:10 pm  
Dr. Margaret Ingate, mingate@rci.rutgers.edu  
Office: 227 Tillett Hall, Livingston Campus  
Office hours: by appointment  
TA:  
Supplemental Instructor:

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. This class is a semi-hybrid class. Some lectures are delivered via pre-recorded podcasts, and there are multiple on-line assessments. Most lectures are traditional in-person lectures, and exams are traditional in-person proctored multiple choice exams.

**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 BOTH ARE REQUIRED. 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). You may have ONE PAIR OF RESETS for a chapter's missed quizzes. Send an email request to the TA with QUIZ RESET REQUEST in the subject line. Be sure to specify which chapter's quizzes you want to have reset.

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. Completing the quiz means making a good faith effort - indicated by an above chance score. Clicking randomly through a quiz is a waste of your time.

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. The denominator for computing the average of clicker quizzes is reduced by four, with the resulting average capped at 100. So, if you miss fewer than four quizzes, you are in essence getting extra credit for attendance.

**Exams:** There will be one mid-term exam 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.

**Academic integrity:** Cheating on exams and quizzes, "clicking" for another student, plagiarism, are all violations of the University's policies on academic integrity. Academic dishonesty can result in life-altering penalties. Familiarize yourself with the policies at <http://academicintegrity.rutgers.edu/>

**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.

**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 the exam date is fixed.

Week	Dates	Topic/Assignments 331:01 Scott 135 2:50-4:10
1	M Sept 3 W Sept 5	NO CLASS LABOR DAY Overview of Infant & Child Development: History & Methods Chapter 1 BRING YOUR CLICKER TO CLASS.
2	M Sept 10 W Sept 12	Pre-natal Development and the Newborn Period, Chapter 2 Clicker Quiz Biology and Behavior, Chapter 3, Clicker Quiz
3	<b>M Sept 17</b> W Sept 19	<b>PODCAST LECTURE Theories of Cognitive Development, Chapter 4 CLASS DOES NOT MEET</b> Chapter 5: Seeing, Thinking, Doing in Infancy Clicker Quiz
4	M Sept 24 <b>W Sept 26</b>	Finish Chapter 5 Clicker quiz <b>PODCAST LECTURE: Chapter 6.1: Development of Language (and Symbol Use). CLASS DOES NOT MEET</b>
5	<b>M Oct 1</b> W Oct 3	<b>PODCAST LECTURE: Chapter 6.2 Development of (Language) and Symbol Use CLASS DOES NOT MEET</b> Chapter 7.1 Conceptual Development, Clicker quiz
6	<b>M Oct 8</b> W Oct 10	<b>PODCAST LECTURE Chapter 7.2 Conceptual Development Continued CLASS DOES NOT MEET</b> Chapter 8 Intelligence and Academic Achievement, Clicker quiz
7	M Oct 15 <b>W Oct 17</b>	Review before Midterm Exam, including clicker quiz <b>MID-TERM EXAM</b>
8	M Oct 22 W Oct 24	Social Development Chapter 9, Clicker Quizzes
9	M Oct 29 W Oct 31	Emotional Development, Chapter 10 Clicker Quizzes
10	M Nov 5 W Nov 7	Attachment & Self, Chapter 11 Clicker Quizzes
11	M Nov 12 W Nov 14	The Family, Chapter 12 – Clicker Quizzes
12	M Nov 19 <b>W Nov 21 NOCLASS</b>	Peer Relationships, Chapter 13 Clicker Quizzes <b>Thanksgiving Recess</b>
13	M Nov 26 W Nov 28-	Peer relationships continued Clicker Quizzes Moral Development, Chapter 14 Clicker Quizzes
14	M Dec 3 W Dec 5	Moral Development, Chapter 14 continued – clicker quiz Gender Development, Chapter 15 Clicker Quizzes
15	M Dec 10 W Dec 12	Gender Development, Chapter 15 continued Clicker Quizzes Review before final; LAST DAY OF CLASSES
16		<b>Final Exam: Cumulative DATE TBD</b>

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

Exams:	100 points each	200 points
Clicker Average	Maximum of 100	100 points
On-line quizzes	Average score	100 points
On-line Distributed Practice quizzes		30 points

(pro-rated for number completed on time)

Grading standards

A	385 points
B	340 points
C	295 points
D	250 points
F	below 250 points

There are no extra credit opportunities currently 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 class regularly, listen to podcasts on schedule, make sure your clicker is working, study actively, take the quizzes, test yourself for retention frequently. Elaborative encoding, elaborative rehearsal, and distributed review and testing 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.

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