

Infant and Child Development (830:331:06) - Fall 2013

Monday & Wednesday 3:20pm – 4:40pm; Livingston Campus – Beck AUD

Instructor

Dr. Vivian Hsu

Office Hours: Mondays 10:30am – 12:30pm, Livingston Campus TIL329 or by appointment

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Course Description

This course will provide you with an overview of the field of infant and child development. We will be concentrating on the time period spanning from prenatal development to late childhood. The approach will emphasize recent research relevant to present day society. We will focus on a number of different areas (1) theories pertaining to cognitive development, (2) underlying processes in areas of physical, emotional, social, and language development, (3) consider the role of culture and environment on development, and (4) critically discuss applications of present day research.

Textbook and Additional Readings

Berk, L. (2013). Child Development. Pearson Education

Additional readings will be added throughout the semester. I will provide the articles via Sakai. It is important that you keep up with the readings so that you will be able to ask questions and participate in class discussions

Course Content Areas

Research: Hypothesis, Experiments, Correlations, Descriptive, Longitudinal, Cross-Sectional, Independent Variable, Dependent Variable, Confounding Variables, Ethics, Research Flaws

Human Development: Germinal, Embryo, Fetus, Teratogens, Childbirth, APGAR, Newborn Reflexes, Sensory Capabilities, Neuron and Brain Development, Piaget's Assimilation, Accommodation, Object Permanence, Infantile Amnesia, Vygotsky's Sociocultural Theory- Zone of Proximal Development, Scaffolding, and Private Speech, Language Development, Emotions, Temperament, Attachment

Psychological Theorists and Theories: Darwin, Freud, Erikson's Psychosocial Theory, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Piaget's Cognitive Developmental Theory, Vygotsky's Sociocultural Theory

Emotional Development: Emotions, Temperament, Attachment, Personality, In-Group vs. Out-Group Perception, Bandura's Observational Learning, Erikson's Stages of Social Development

Evaluation

Exams/Quizzes: There will be 2 midterm (online) and a final exam (in class) based on the text and lecture materials. Each exam is worth 100 points. Additionally, you will be given 10-point multiple choice online quizzes every week. I will count your highest scoring 8 quizzes for a total of 80 points. **Your maximum exam/quiz point total is 380 points.**

IMPORTANT!! Scheduled midterms/final exam will not be postponed unless you have spoken to me (in person) at least 24 hrs prior to the exam. Make-up exams will be essay format and are dependent on instructor/TA scheduling.

Article Summaries (out of class): You will be learning how to use the library resources this semester by finding your own articles of interest that are pertinent to our current topics of

discussion. You will be required to choose an article, correctly cite using APA standard, write a short 2-paragraph critique (summary/modification) and follow-up questions for the researcher.

APA Standard Citation: Please see below for the correct APA format regarding your article. You *MUST* cite correctly to receive full credit (web citations are not acceptable). Notice the use of italics and punctuation. If you need more examples, the library has excellent resources and programs.

Last Name, First initial. (year). Title of the article. Title of the Journal, Volume, page #.

First paragraph: a brief take-home message (2-4 sentences) of your selected article. Make sure to include such things as the main research question and relevant results.

Second paragraph: how you would modify or enhance the research presented (2-3 sentences) in your selected article. For example, if you think that a different set of subjects/participants should have been included, why and what would this change add to the research.

Follow-up questions: Given the article that you have chosen, ask the authors 2 follow-up questions that you would want them to address. For example, it could pertain to a further study proposal that you think would add to the research design.

Each critique is worth **20 points** and you are **required to complete 5 critiques** by the specified due dates (**total of 100 points**). A list of acceptable journals will be discussed in class. Required article assignment due dates are **Oct 9 (Wed - 2 summaries due), Nov 13 (Wed - 2 summaries), Dec 4 (Wed - 1 summary)**. You may also choose to complete up to 5 additional critiques, which will be added as 1 point bonus to your final grade with a maximum of 5 bonus points. **All extra article assignments are due Dec. 6, 2013 in your Drop Box on Sakai.**

Discussion Forums: Throughout the semester, I will upload newsworthy articles or video links related to infant/child development. You are required to read/view the posted assignment and respond accordingly with your personal commentary or opinion. The important thing is to NOT RESTATE what is said, but talk about how it influences your life (whether past, present, or future). **This assignment will be worth 50 points towards your final point tally.**

In summary, here is the breakdown of the grading strategy:

Highest Scoring 8 Quizzes	80pts
Midterm Exam I	100pts
Midterm Exam II	100pts
Final Exam	100pts
Discussion Forums (5 total)	50pts
Article Summaries (5 total)	100pts

Total: 530pts

Extra Credit: There are two extra credit options available, each worth 2 points. You can submit a maximum of 2 extra credit assignments for a total of 4 extra credit points. Submissions into your Drop Box must be made on Sakai *prior* to the final exam and *points will be added to your final exam/quiz total*. **Final extra credits are due December 15, 2012.**

Comic/Cartoon Video— Find a comic or cartoon video (Youtube/Hulu) pertaining to a topic involving infant/child development. Write a *brief* (1 paragraph) summary explaining the concept presented and how it relates to what you have learned in class. Submit both comic and summary via Sakai under the Extra Credit Forum.

Experimental Project – Design an experiment that you would be interested in carrying out that pertains to a topic we have discussed. Write a 1-2 page summary explaining how you would carry it out and how it relates to what you have learned. Submit via Sakai under the Extra Credit Forum.

Disabilities:

It is the policy of Rutgers University to provide reasonable accommodations for all qualified individuals with disabilities. If you need an accommodation to fully participate in this class, please consult with us at the beginning of the semester or at any point necessary during the semester. If you have a learning and/or physical disability, please contact Disability Support Services. Website: <http://disabilityservices.rutgers.edu/> E-mail: dsoffice@rci.rutgers.edu Phone: (732) 932-2848.

This Academic Integrity Policy: Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. The university's policy on Academic Integrity is available at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_0_01_2011.pdf

Self-Reporting Absence Application

You are expected to attend all classes, however if unexpected absences arise and you plan on missing multiple classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date(s) and reason for your absence. An email is automatically sent to me, ***however I would also appreciate a personal email or speaking to me directly if you have extenuating circumstances.***

Class Schedule

<u>Date:</u>	<u>Topic:</u>	<u>Readings:</u>
Week of 9/4	Introduction/Major Themes	
Week of 9/9	Research Methods and Designs	Ch. 1,2
Week of 9/16	Biological Foundations/Prenatal Development/Birth	Ch. 3
Week of 9/23	Early Learning and Motor Development	Ch. 4
Week of 9/30	Learning: Newborn Conditioning	Ch. 4 cont'd
Week of 10/2	Physical Growth and Development	Ch. 5
Week of 10/7 EXAM 1 REVIEW/EXAM 1 (10/9)		
2 Article Summaries Due		
Week of 10/14	Cognitive Development Theories: Piaget and Vygotsky	Ch. 6
Week of 10/21	Cognitive Development Theories: Information Processing	Ch. 7
Week of 10/28	Intelligence and IQ/Memory	Ch. 8
Week of 11/4	Language Development/Nonlinguistic Communication	Ch. 9
Week of 11/11 EXAM 2 REVIEW/EXAM 2 (10/9)		
2 Article Summaries Due		
Week of 11/18	Emotional Development	Ch. 10
NO CLASS (11/20)		
Week of 11/25	Emotional Development/Temperament/Self	Ch. 11
Week of 12/2	Moral Values/Gender Development	Ch. 12, 13

Week of 12/9

Family/Peer Relationships/Technology and Development

Ch. 14, 15

FINAL EXAM REVIEW (12/13)

FINAL EXAM TBD