

Syllabus for Infant and Child Development

Fall 2013

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: Walk-in hours on Tuesdays, 2 – 5, and Wednesdays 11 – 12, also other times by appointment
TA:

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. There are multiple on-line assessments. 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 through coursesmart.com.

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 two mid-term exams and a (semi) 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.

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 dates are fixed, barring hurricanes or similar disasters.

Week	Dates	Topic/Assignments 331:01 Scott 135 2:50-4:10
1	M Sept 2 W Sept 4	NO CLASS LABOR DAY Overview of Infant & Child Development: History & Methods Chapter 1 BRING YOUR CLICKER TO CLASS.
2	M Sept 9 W Sept 11	Pre-natal Development and the Newborn Period, Chapter 2 Clicker Quizzes
3	M Sept 16 W Sept 18	Biology and Behavior, Chapter 3, Clicker Quiz Theories of Cognitive Development, Chapter 4 Clicker Quiz
4	M Sept 23 W Sept 24	Finish Chapter 4, begin Chapter 5 Chapter 5: Seeing, Thinking, Doing in Infancy Clicker Quiz
5	M Sept 30 W Oct 2	Finish Chapter 5 Clicker quiz Exam 1 Chapters 1 - 5
6	M Oct 7 W Oct 9	Chapter 6 Development of Language and Symbol Use clicker quizzes
7	M Oct 14 W Oct 18	Chapter 7 Conceptual Development, Clicker quizzes
8	M Oct 21 W Oct 22	Chapter 8 Intelligence and Academic Achievement, clicker quiz Begin Chapter 9, Clicker quiz
9	M Oct 28 W Oct 30	Social Development Chapter 9, Begin Chapter 10 Clicker Quizzes
10	M Nov 4 W Nov 6	Emotional Development, Chapter 10 Clicker Quiz Exam 2 Covering primarily Chapters 6 - 10
11	M Nov 11 W Nov 13	Attachment & Self, Chapter 11 Clicker Quizzes
12	M Nov 18 W Nov 20	The Family, Chapter 12 – Clicker Quizzes
13	M Nov 25 W Nov 27-NO CLASS	Peer Relationships, Chapter 13 Clicker Quizzes
14	M Dec 2 W Dec 4	Moral Development, Chapter 14– clicker quizzes
15	M Dec 9 W Dec 11	Gender Development, Chapter 15 continued Clicker Quizzes Review before final; LAST DAY OF CLASSES
16	Friday Dec 20 12Noon	Final Exam: Cumulative but with emphasis on Chapters 11 - 15

Grading: Grades will be based on a 530 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

Grading standards

A	470 points
B	420 points
C	370 points
D	300 points
F	below 300 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.
