

Syllabus for Infant and Child Development

Fall 2014

Psychology 331:04 Infant and Child Development

MTh 3rd Period, Tillett Hall, Room 232, 12N – 1:20 pm

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Office: 227 Tillett Hall, Livingston Campus

Office hours: by appointment on Wednesday mornings; **walk-in hours** 3 – 5 pm Thursdays (except on days when we have no class)

TA: TBA

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: Keil *Developmental Psychology: The Growth of Mind and Behavior* Lowest price is online rental from <http://books.wwnorton.com/books/detail.aspx?ID=4294979658>. Click the drop down, and 180 day rental is \$52.50

Looseleaf version will be available at New Jersey Books on Somerset Street in New Brunswick, and at the Barnes & Noble University book store.

There will be frequent in-class quizzes. You must either purchase a ResponseWare account or a Turning Technologies clicker. The Responseware account enables you to respond to questions using your smart-phone, a tablet, or a laptop.

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.

You may have ONE RESET for a chapter's missed quiz. You don't need an excuse. Send an email request to the TA with QUIZ RESET REQUEST in the subject line. Be sure to specify which chapter's quiz you want to have reset. Your lowest two scores will be dropped before computing the average.

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 quizzes: *At intervals during most lectures, opinion or factual questions will be presented for you to answer with a clicker or digital device 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 cumulative final.

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 a notebook or on index cards. RECENT RESEARCH SHOWS THAT TAKING NOTES ON A LAPTOP PROMOTES VERBATIM, RATHER THAN THOUGHTFUL NOTE-TAKING. 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. However, I don't monitor attendance. For exams (and clicker quizzes if I use these) 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.

There are three Thursday classes that will not meet, but recorded audio files and the PowerPoint slides will be posted in advance. Both the audio files and the PowerPoints will remain available until the end of the term. The audio files will be in the podcast section of this Sakai site.

I suggest that you print the class schedule.

Week	Dates	Topic/Assignments 331:04 Tillett Room 232 12N – 1:20
1	M Sept 1 Th Sept 4	NO CLASS LABOR DAY Chapter 1: Approaching psychological development, history, rational, approaches and methods
2	M Sept 8 Th Sept 11	Chapter 2 The biology of development
3	M Sept 15 Th Sept 18	Chapter 3: Coming to perceive the world
4	M Sept 22 Th Sept 25	Chapter 4: The emergence of action PODCAST LECTURE: Chapter 4 and beginning of Chapter 5 CLASS DOES NOT MEET
5	M Sept 29 Th Oct 2	Chapter 5: Coming to understand the physical world Exam 1: Chapters 1 - 5
6	M Oct 6 Th Oct 9	Chapter 6: Connecting with the social world (attachment) PODCAST LECTURE Chapter 6 continued CLASS DOES NOT MEET
7	M Oct 13 Th Oct 16	Chapter 7 The origins of emotion, temperament, and personality PODCAST LECTURE CLASS DOES NOT MEET
8	M Oct 20 Th Oct 23	Chapter 8: Language Development
9	M Oct 27 Th Oct 30	Chapter 9: The growth of knowledge
10	M Nov 3 Th Nov 6	Chapter 10: The growth of cognitive skills
11	M Nov 10 Th Nov 13	Chapter 10 continued Chapter 11 Intelligence and schooling
12	M Nov 17 Th Nov 20	Exam 2: Chapter 1 – 11, with heavy emphasis on 6 – 11. Chapter 12 Morality in thought and action
13	M Nov 24 TUESDAY 11/25	Chapter 13: Knowing ourselves, knowing others Yes, we meet on Tuesday!
14	M Dec 1 Th Dec 4	Chapter 14: Becoming part of the family Chapter 15: Becoming part of the community
15	M Dec 8 Th Dec 11	Chapter 16: Psychopathology in childhood LAST DAY OF CLASS THURSDAY IS A READING DAY
16	Tuesday, December 16	12 N – 3 pm Final Exam: (Semi) Cumulative DATE must be finalized

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

Exams:	100 points each	300 points
On-line quizzes	Average score	100 points
In-class quizzes	Average score	100 points

Grading standards

- A 450 points
- B 400 points
- C 350 points
- D 300 points
- F below 300 points

B+ and C+ grade cutoffs will be at the midpoints between A&B and B&C. Do I curve? Sometimes, but only at the end of the course. After each exam, I will give the class the mean percent correct score for each exam, and the standard deviation (in percent correct terms), but there is no curve for exam scores, because grades are not assigned to individual scores.

There are no extra credit opportunities currently available, though these may become 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 and quizzes: 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. Similarly, you must produce documentation to makeup more than one of the online quizzes. The health center does not give medical excuses; minor illnesses should cause no more than minor absences and should not interfere with your ability to take quizzes before the deadline.

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.
