

Syllabus for Infant and Child Development

Spring 2014

Psychology 331:02 and 331:05 Infant and Child Development
Section 02: MTH 12:00 – 1:20 pm 232 Tillett Livingston Campus
Section 05: MTH 10:20 – 11:40 am 232 Tillett, Livingston Campus

Dr. Margaret Ingate, mingate@rci.rutgers.edu

Office: 227 Tillett Hall, Livingston Campus

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

TAs: Meghan McLean, Section 05; Sarah Mann, Section 02

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. There are in-class clicker quizzes.

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. Additional readings from the recent research literature may be required.

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 331** 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 may be posted on the Sakai site. Scores on these reviews will not affect your grade. Alternatively, a list of key study concepts may be posted.

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. Links to some video material may be posted on the Sakai site. Questions about this material may appear on exams.

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 or, for clicker quizzes, the date will be excluded from your final average.

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 blizzards, hurricanes, the zombie apocalypse or similar disasters.

Week	Dates	Topic/Assignments 331:02 and 331:05 Tillett 232
1	M Jan 20 2	NO CLASS Martin Luther King DAY
	TH Jan 23	Overview of Infant & Child Development: History & Methods Chapter 1 BRING YOUR CLICKER TO CLASS.
2	M Jan 27	Pre-natal Development and the Newborn Period, Chapter 2 Clicker Quizzes
	TH Jan 30	
3	M Feb 3	Biology and Behavior, Chapter 3, Clicker Quiz
	TH Feb 6	Theories of Cognitive Development, Chapter 4 Clicker Quiz
4	M Feb 10	Finish Chapter 4, begin Chapter 5
	TH Feb 13	Chapter 5: Seeing, Thinking, Doing in Infancy Clicker Quiz
5	M Feb 17	Finish Chapter 5 Clicker quiz
	TH Feb 20	Exam 1 Chapters 1 - 5
6	M Feb 24	Chapter 6 Development of Language and Symbol Use clicker quizzes
	TH Feb 27	
7	M March 3	Chapter 7 Conceptual Development, Clicker quizzes
	TH March 6	
8	M March 10	Chapter 8 (skip Intelligence) Academic Achievement, clicker quiz
	TH March 13	ONLINE LECTURE on Social Development Chapter 9. EPA Conference CLASS DOES NOT MEET
9	M March 17	SPRING BREAK NO CLASSES
	TH March 20	
10	M March 24	Begin Chapter 10 Clicker Quizzes
	TH March 27	Emotional Development, Chapter 10 Clicker Quiz
11	M March 31	Exam 2 Covering primarily Chapters 6 - 10
	TH April 3	Attachment & Self, Chapter 11 Clicker Quiz
12	M April 7	Attachment & Self continued clicker quiz
	TH April 10	The Family, Chapter 12 – Clicker Quizzes
13	M April 14	The Family, continued clicker quiz
	TH April 17	Peer Relationships, Chapter 13 Clicker Quiz
14	M April 21	ONLINE LECTURE. CLASS DOES NOT MEET Finish Chapter 13
	TH April 24	Moral Development, Chapter 14– clicker quiz

15	M April 28	Moral Development continued; Gender Development, Chapter 15
	TH May 1	Gender Development continued
16	M May 5	<i>Last DAY OF CLASSES, finish, review</i>
	Final TBD	<i>Final Exam: Cumulative but with emphasis on Chapters 11 - 15</i>

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 (B+ and C+ grades are assigned)

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 have to take a different version of the exam and will only have the remaining time of the class period. If the weather is bad, leave for class early.

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 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.
