

## Syllabus for Infant and Child Development

### Fall 2015

Psychology 331:04 Infant and Child Development

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

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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. At least three lectures will be 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* The book is available from University Bookstore, NJ Books and online. Lowest price is online rental from <http://books.wwnorton.com/books/detail.aspx?ID=4294979658>. Click the drop down, and the 180 day rental price will be displayed

The 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 purchase or rent a Turning Technologies clicker (various prices averaging \$40).**

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 NOTETAKING, RATHER THAN THOUGHTFUL NOTE-TAKING. Students who take long-hand notes consequently have better memory for material. 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, 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 general pace of the class is to cover a chapter a week. The topic-coverage schedule below is subject to change, but the exam dates are fixed.

There are three Monday 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    | Th Sept 3                                | Th: Chapter 1: Approaching psychological development, history, rationale, approaches and methods                  |
| 2    | M Sept 7<br>TUESDAY Sept 8<br>Th Sept 10 | Class meets TUESDAY instead of Monday<br>T & Th Chapter 2 The biology of development                              |
| 3    | M Sept 14<br>Th Sept 17                  | <b>M: PODCAST LECTURE</b> on first half of Chapter 3: Coming to perceive the world<br>Th: continued               |
| 4    | M Sept 21<br>Th Sept 24                  | M & Th: Chapter 4: The emergence of action  |
| 5    | M Sept 28<br>Th Oct 1                    | <b>M: PODCAST LECTURE</b> on first half of Chapter 5: Coming to understand the physical world<br>Th: continued    |
| 6    | M Oct 5<br>Th Oct 8                      | <b>M: PODCAST LECTURE first half of</b> Chapter 6: Connecting with the social world (attachment)<br>Th: continued |
| 7    | M Oct 12<br>Th Oct 15                    | <b>M: EXAM 1 (Chapters 1 – 5)</b><br>Th: Chapter 7 The origins of emotion, temperament, and personality           |
| 8    | M Oct 19<br>Th Oct 22                    | M & Th Chapter 8: Language Development  |
| 9    | M Oct 26<br>Th Oct 29                    | M& Th Chapter 9: The growth of knowledge  |
| 10   | M Nov 2<br>Th Nov 5                      | M& Th Chapter 10: The growth of cognitive skills  |
| 11   | M Nov 9<br>Th Nov 12                     | Chapter 10 continued<br>Chapter 11 Intelligence and schooling   |
| 12   | <b>M Nov 16</b><br>Th Nov 19             | <b>M Exam 2: Chapter 1 – 11, with heavy emphasis on 6 – 11.</b><br>Th Chapter 12 Morality in thought and action   |
| 13   | M Nov 23<br><b>Th Thanksgiving</b>       | M Chapter 13: Knowing ourselves, knowing others   |
| 14   | M Nov 30<br>Th Dec 3                     | M Chapter 14: Becoming part of the family<br>Th Chapter 15: Becoming part of the community                        |
| 15   | M Dec 7<br>Th Dec 10                     | Chapter 16: Psychopathology in childhood LAST DAY OF CLASS<br>THURSDAY IS A READING DAY                           |
| 16   | Monday, December 21                      | <b>12 N – 3 pm Final Exam: (Semi) Cumulative DATE must be finalized</b>   |

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.

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