

Infant & Child Development Psychology 331 Summer Session 2015

Meeting MW, 6:00 pm – 10:00 pm May 26 – July 2

Room: LSH – B105

Textbook: Keil, Psychological Development: The Growth of Mind and Behavior

Dr. Margaret Ingate, mingate@rci.rutgers.edu OR margaret.ingate@rutgers.edu

Room 227 Tillett Hall

Summer session offers an opportunity for small classes that is often not found in Psychology courses at Rutgers. The six-week summer session also makes greater demands on students than does the traditional 15 – 16 week semester: attending every class is more important; keeping up with the reading is more critical (and more challenging!). With the exception of the first week, we will be covering three chapters a week.

There will be two exams, weekly online quizzes, and in-class quizzes. We will be skipping two chapters in the book, chapter 11 and chapter 17. Your average for the online quizzes and your average for the in-class quizzes each have the same weight as an exam score. The total number of points you can earn is 400. If there are extra credit opportunities, points earned get added to your point total. Your grade will be based on the percentage of 400 points that you earn.

Bring snacks! We will take a break roughly in the middle of each class.

Why so many kinds of tests and quizzes? Research over the last decade has demonstrated that repeatedly testing retention of material is the most powerful technique for increasing retention of material. Testing with feedback is more effective than restudying and reviewing material. You may take each online quiz twice, and will get a slightly different set of questions each time. ***Only your highest score on each week's quiz will count.*** Of course, if you are satisfied with your first score, you do not need to take a quiz a second time. However, you are likely to retain more of the material if you take the quizzes twice.

Suggestions for reading and studying: Before you read a chapter, flip through it, reading captions sections, reading explanations on some pictures and graphs that grab your attention, then go to the chapter summary and read it carefully. After you know what the chapter is about, start at the beginning and read through it. After reading each major section, summarize the main points, in your own words. If you haven't taken many other courses in psychology, writing down your summaries is likely to help you remember unfamiliar ideas and information. Ask yourself how those main points relate to material you have learned in other courses and how those main points relate to your experience or observations.

Suggestions for note-taking in class: Recent research found that students who took notes by hand, rather than by laptop or tablet, performed better on exams. Why? Students using computers tended to take verbatim notes. Students who hand-wrote notes thought about information and expressed it in their own words.

Week & Dates	Chapters in Keil's (2014) <i>Psychological Development</i>	Comments
1 W May 27	One: Approaching Psychological Development Two: The Biology of Development	Mostly review
2 M June 1 W June 3	Three: Coming to Perceive the World Four: The Emergence of Action Five: Coming to Understand the Physical World	
3 M June 8 W June 10	Six: Connecting with the Social World Seven: The Origins of Emotion, Temperament, and Personality Eight: Language Development Exam 1: Chapters 1 - 7	Critical content Exam in second half of Wednesday's class
4 M June 15 W June 17	Nine: The Growth of Knowledge Ten: The Growth of Cognitive Skills SKIP Chapter 11 Twelve: Morality in Thought and Action	
5 M June 22 W June 24	Thirteen: Knowing Ourselves, Knowing Others Fourteen: Becoming Part of the Family	
6 M June 29 W July 1	Fifteen: Becoming Part of the Community Sixteen: Psychopathology in Childhood Final Exam: Chapters 8 – 10, 12 - 16	Exam in second half of Wednesday's class