

**Tentative syllabus**  
**Infant and Child Development**  
01:830:331:H2 Summer 2015  
Monday to Thursday 10:05 AM- 11:55 AM  
Livingston Campus Tillet 253

Instructor: Shuqi Yang

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**Required text**

Berk, L.E. (2012). *Child Development* (9<sup>th</sup> edition). Pearson Publishers.

**Course Objectives**

Students will develop an understanding of the major themes and controversies that continue to shape research in infant and child development.

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.

Students will be able to characterize major theoretical conceptions of childhood transitions and the research evidence supporting these.

Students will acquire practical knowledge of the behavioral capacities of infants and children and of major avoidable risk factors that can compromise normal development.

**Class Website**

The class has a Sakai website which you should have access to if you are enrolled in the course.

MAKE SURE YOU CHECK THAT YOU CAN ACCESS OUR SITE, AND KEEP AN EYE ON ANNOUNCEMENTS FROM THE SITE. It is each student's responsibility to remain current with all postings on the website.

The class slides (which are only an outline of the material covered) will be posted on Sakai. Posting may take place after the class.

**Attendance**

Attendance is **mandatory** because this is a very short, condensed summer class, so attendance is absolutely necessary to not only make sure you are prepared for the exams, but also that you are up-to-date with everything that is covered. Each day we will be covering a lot of material (most times, 1 chapter worth). Please note that missing a class will affect your participation grade.

If you miss a class, you need to present a doctor's note or letter from your dean's office to the professor.

(a) For illnesses: I need a doctor's note to verify your illness. So if you get sick, *get a doctor's note*.

(b) For car accidents: the dean will most likely ask for a police report to verify that the accident took place.

(c) For personal or family emergencies: the dean will most likely require some verification of the emergency (such as a death certificate if a relative has died). If it is a personal issue of some other nature, it will be up to the judgment of the dean to determine whether or not you should be excused from the class.

Without a doctor's note or an official excused letter from the Dean, 5 points would be reduced for first time missing class, 10 for twice. **You will fail the course if you are absent more than two times.** Active participation is STRONGLY encouraged. It will be consistently noted and considered in your final grade.

## Grade

### (1) Exams

There will be three exams during the semester. Exams will cover lecture and book materials and will be multiple-choice questions each time.

**Make up exams**: There will be make-up exams ONLY for those who present a **Dean's note within a week** of the missed exam to the instructor.

### (2) In-class assignments and attendance

In class assignments and attendance will make up the remaining 10% of the grade.

## Grading Policy

Exam 1: covers Chapters 1 – 5	30% of grade	(40 multiple choices)
Exam 2: covers Chapters 6– 9	30% of grade	(40 multiple choices)
Exam 3: covers Chapters 10 – 13	30% of grade	(40 multiple choices)
In class assignments and Attendance:	10% of grade	

The grading scale is as follows:

A	90% or higher
B+	85% - 89%
B	80%- 84%
C+	75% - 79%
C	70% - 74%
D	60% - 69%
F	below 60%

## Extra Credit

Students may earn up to 4 extra credit points. Each one of the following worths 2 points. You can choose either of them or combine them. All extra credit assignments are due on August 5th, 2015 in your Drop Box on Sakai.

1. Article Summaries (out of class): Choosing one article from the reading or journal lists and write a short 1-paragraph (no more than 3-5 sentences total) critique. Specifically, It should include what you think the important take-home message is (1-2 sentences) and how you would either modify or enhance the research presented (2-3 sentences).
2. Comic/Cartoon Video– Find a comic or cartoon video (Youtube/Hulu) pertaining to a topic involving infant/child development. Write a brief (1-2 sentences) summary explaining the concept presented and how it relates to what you have learned in class.
3. Participating in psychology research studies that take place at Rutgers. Research participation opportunities will be announced in class. There may be other experiments that are not announced in class. Check with me before you do an experiment not on the class announcements so I can determine whether the experiment counts. When you speak with me, you will have to provide a printout that gives the name of the experiment, the experimenter or lab that is conducting the experiment, and the affiliation of the experimenter (e.g., Rutgers Psychology Department).

## Academic Integrity

As students and teachers, we are the guardians of knowledge for future generations. An implicit condition for your participation in this course is your acceptance of the principles defining academic integrity. Please familiarize yourselves with Rutgers' Policy on Academic Integrity, which includes cheating, fabrication (falsification), plagiarism, denying others access to information or material, and facilitating violations of academic integrity, which can be found at: <http://academicintegrity.rutgers.edu/integrity.shtml>. Anyone suspected of committing an act of academic dishonesty will be reported to the Disciplinary Committee; **those found to have done so will, at the very least, receive a failing grade for the course.** Rutgers' Official Policy on Academic Integrity.

### Tentative course schedule

Class	Date	Topic	Chapter(s)
1	Monday, July 6th	Introduction to the course History	1
2	Tuesday, July 7th	Research Methods	2
3	Wednesday, July 8 <sup>th</sup>	Research Methods	2
4	Thursday, July 9th	Biological Foundations	3
5	Monday, July 13th	Infancy: Early Learning, Motor Skills, & Perceptual Capacities	4
6	Tuesday, July 14th	Infancy: Early Learning, Motor Skills, & Perceptual Capacities	4
7	Wednesday, July 15 <sup>th</sup>	Physical Growth (The course of physical growth & brain development sections)	5 (first two sessions)
8	Thursday, July 16th	Cognitive Development: Piaget	6
9	Monday, July 20th	Exam 1	Chapter 1-5
10	Tuesday, July 21th	Cognitive Development: Vygotsky	6

11	Wednesday, July 22 <sup>th</sup>	Cognitive Development Perspectives: Core Knowledge	6
12	Thursday, July 23 <sup>th</sup>	Cognitive Development Perspectives: Core Knowledge	6
13	Monday, July 27 <sup>th</sup>	Cognitive Development Perspectives: Conceptual Development	7
14	Tuesday, July 28 <sup>th</sup>	Cognitive Development Perspectives: Information Processing	7
15	Wednesday, July 29 <sup>th</sup>	Intelligence	8
16	Thursday, July 30 <sup>th</sup>	Language Acquisition	9
17	Monday, August 3 <sup>rd</sup>	Exam 2	Chapters 6-9
18	Tuesday, August 4 <sup>th</sup>	Emotional Development	10
19	Wednesday, August 5 <sup>th</sup>	Self and Social Understanding	11
20	Thursday, August 6 <sup>th</sup>	Moral Development	12
21	Monday, August 10 <sup>th</sup>	Moral Development	12
22	Tuesday, August 11 <sup>th</sup>	Development of Sex Differences & Gender Roles	13
23	Wednesday, August 12 <sup>th</sup>	Exam 3	Chapter 10-13