

Infant and Child Development
830:331
Summer Session 2016
Mon.-Thurs.: 10:05AM-11:55AM, Tillet 253

Instructor: Michelle Cheng

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Office: Busch Psychology Building 133A/130. Office hours by appointment

Course Objectives: Students will develop an understanding of the major topics and controversies that continue to shape research in infant and child development. Students will also critically evaluate research articles and familiarize themselves with the scientific method used in infant and child development research.

Attendance & Tardiness Policy: Attendance is not mandatory, but it is highly encouraged. Tardiness, however, is unacceptable. Although I understand that the Rutgers' transportation is often unreliable, it is your responsibility to account for this ahead of time and arrive on time for every class.

Participation: The course will operate like a seminar/discussion group. Active participation in the course is *highly* encouraged. Student participation can add greatly to your learning and enhance the experience for the whole class. It will be consistently noted and factored into your final grade.

Grade Components:

Participation: 10%

Reading Discussion Questions: 20%

Exam 1: 25%

Exam 2: 25%

Research Proposal: 10%

Presentation: 10%

Logistics of Assignments: All assignments unless otherwise specified are to be submitted as .pdf. For every day that the assignment is late, the assignment grade will be dropped an entire letter grade for every day it is late. Moreover, I will not accept assignments two days past the assigned date. For reading discussion questions, late assignment grades will be reduced by tier (see below the grading tiers). For example, if the quality of the assignment was a check plus, but was one day late, it would be reduced to a check.

Reading Discussion Questions: Reading discussion questions are due on Sakai at 7PM the night *BEFORE* the reading is due for class. For each reading include two discussion questions. These should be queries that will stimulate an intellectual discussion. These will be graded as either check minus (unsatisfactory), check (satisfactory), or check plus (excellent). You may miss up to 2 discussion question assignments. Therefore, late assignments will not be tolerated.

Exams: Exams will consist of fill in the blank and short answer questions. Note the exam dates. Accommodations are available, but it is your responsibility to notify me at least a week in advance.

Research Proposal: Propose a study that is related to the class (i.e., a topic in child development that has already been covered for the course). Typically topics that already have been covered in class are “easier,” but if you are interested in a different area, confirm with me first before starting your proposal. Be sure to include a short literature review (2-3 paragraphs) a research question and hypothesis (1 paragraph), methodology (2-3 paragraphs), and predictions (2-3 sentences). The proposal *should not exceed* four pages double spaced. Your proposal is due with your presentation.

Presentation: Presentations will be approximately 10 minutes long. Your presentation is to be an oral rendition of your research proposal. You will be graded on: presentation content, presentation style, and design of presentation. Bring your presentation on a USB drive. In addition, be sure to keep a copy of your presentation on the cloud (internet cloud such as Google Drive, Dropbox, etc.) as a backup.

Disabilities: Any student who feels he or she needs accommodation for a physical or learning disability, please speak with me so that appropriate arrangements are made. You may also contact the Office of Disability Services (151 College Ave, Suite 123; phone 732-932-2848) and read more about Rutgers’ policy at <http://disability/services.rutgers.edu>

Academic Integrity: There is no tolerance for academic dishonesty in this course. As students and teachers, we are 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.

The schedule of units is as follows – keep in mind that this schedule is subject to change

Date	Topic	Reading
7/11	Introduction & Research Methods	No reading
7/12	Biological Foundations	No reading
7/13	The Development of Visual Perception	1) Adolph & Kretch (2012). Infants on the edge: Beyond the visual cliff. In A. Slater & P. Quinn (Eds.). <i>Developmental psychology: Revisiting the classic studies</i> . London: Sage Publications. 2) Kretch & Adolph (2013). Cliff or step? Posture-specific learning at the edge of a drop-off. <i>Child Development</i> , 84, 226-240.
7/14	Piagetian Development	Klahr (2012). A perspective from Studies of Children's Problem-Solving Abilities. In A. Slater & P. Quinn (Eds.). <i>Developmental psychology: Revisiting the classic studies</i> . London: Sage Publications.
7/18	More on Conceptual Development	No reading
7/19	"Folk" Physics	Baillargeon, Spelke, & Wasserman (1985). Object permanence in five-month-old infants. <i>Cognition</i> , 20, 191-208.
7/20	Active Learners	Stahl & Feigenson (2015). Observing the unexpected enhances infants' learning and exploration. <i>Science</i> , 348, 91-94.
7/21	"Folk" Mathematics	Wynn (1992). Addition and subtraction by human infants. <i>Nature</i> , 358, 749-750.
7/25	Exam 1	No reading
7/26	Executive Functioning	Mischel, Shoda, & Rodriguez (1989). Delay of gratification in children. <i>Science</i> , 244, 933-938
7/27	Language Acquisition & Early Word Learning	No reading
7/28	"Folk" Biology	Woodward (1998).
8/1	Moral Cognition I: Social Evaluation	Hamlin, Wynn, & Bloom. (2007). Social evaluation by preverbal infants. <i>Nature</i> , 22, 557-559.
8/2	Moral Cognition II: Moral Judgment	Leslie, Knobe, & Cohen (2006). Acting intentionally and the side-effect effect. <i>Psychological Science</i> , 17(5), 421-427.
8/3	Social Cognition I: Goals and Intentions	Gergely, Bekkering, & Kiraly (2002). Rational imitation in preverbal infants. <i>Nature</i> , 415, 755-756.
8/4	Social Cognition	Warneken & Tomasello (2006). Altruistic helping in human

	II: Prosocial Behavior	infants and young chimpanzees. <i>Science</i> , 311, 1301-1303.
8/8	Theory of Mind I: Verbal Tasks	Baron-Cohen, Leslie, & Frith (1985). Does an autistic child have a theory of mind? <i>Cognition</i> , 21(1), 37-46.
8/9	Theory of Mind II: Nonverbal Tasks	Onishi & Baillargeon (2005). Do 15-month-old infants understand false beliefs? <i>Science</i> , 8, 255-258.
8/10	No Class	Work on Proposal and Presentation and study for Exam 2
8/11	No Class	Work on Proposal and Presentation and study for Exam 2
8/15	Exam 2	No Reading
8/16	Presentations	No Reading
8/17	Buffer Class	