

INFANT AND CHILD DEVELOPMENT

830:331:H6 - Summer 2017

MW, 6:00-9:40 pm, 7/10/2017 – 8/16/2017

Tillett Hall 209

Last updated 7/10/17

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When you e-mail me, please add “ICD” in the title

Office Hours: By appointment, Room 317, Tillett Hall

Please read the syllabus all the way to the end. Your continued enrollment in the course implies your understanding and acceptance of the information in the syllabus.

Course Objectives

The course will provide an overview of research and theory in child development from 0 to 12 years. We will cover topics in physical development, perceptual and motor development, language and cognition, social and emotional development, peer and family relationships, etc. The course emphasizes an understanding of important scientific methods, findings, and principles in child development. Students will be able to familiarize themselves with the scientific method and critically evaluate research articles in infant and child development.

Course Structure

Each class composes approximately half-time lecture and half-time in-class activities. Course topics are primarily based on the textbook below. For some topics, additional readings will be posted on Sakai. You are expected to complete the reading assigned before class. The lectures will focus on central themes of each topic. In-class activities include discussion, films, presentations, etc. Lecture slides will be available on Sakai after class.

Recommended Textbook

Keil, Psychological Development: The Growth of Mind and Behavior (2014), 1st Edition, Norton.

The book is available from University Bookstore, NJ Books and online. Lowest price may be 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 loose-leaf version will be available at New Jersey Books on Somerset Street in New Brunswick, and at the Barnes & Noble University bookstore.

Workloads

Reading: You are expected to read the assigned readings **before** each class.

Tips for reading and studying book chapters: 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.

Discussion Question Assignments: You are required to propose at least two discussion questions based on the assigned readings. **Discussion Question Assignments are due on Sakai Assignment section at 12 PM on that class day.** These should be queries that will stimulate an intellectual discussion. Discussion questions submitted late than 12 PM can at most obtain half of the full points. Discussion questions submitted late than 5 PM will not be counted.

In-Class Discussion: You will work with other students as a **seminar/discussion group** on questions proposed by students (via the previous Discussion Question Assignment or other ways) or the instructor, which are related to the topic of that day. People are free to pick up their group members and groups don't have to stay the same for all in-class discussions. Performance within discussion group and on discussion summary in the end to the whole class will be noted and factored to your participation score. **A template of discussion table** will be distributed when a group is formed each time. Questions being discussed, summary and conclusions, and roles of group members can be noted in this table.

Quizzes: There will be 4 quizzes in total; each contains approximately 20 multiple-choice questions. Only things covered in the lecture will be tested in the quizzes. Often time you will be able to find the answers in the lecture slides.

Final Exam: The final exam will cover everything in this course. It contains approximately 40 multiple-choice questions and 2 short answer questions. The multiple-choices would be similar to the previous quizzes. The short answer questions will be based on the questions discussed in class. You will be fine with the multiple-choices if you stay with quizzes; you will be fine with the short answer questions if you work hard on previous discussion work.

Because we will only have one final exam, **make-up exams are not available**. I strongly recommend everyone save Aug.16 from 6 to 9 pm for the exam. Please contact me in advance if you have any unavoidable time conflicts with the final.

Research Proposal & Presentation: You will need to form a research group of at most 4 people. Each group will 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.

Each group will submit one written research 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* six pages double-spaced. Contributions of each group members have to be specified and acknowledged in the end of the proposal.

Each group will present their research proposal on the last day of this course. 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. Your proposal is due with your presentation.

Attendance

You are expected to attend all classes to keep yourself up-to-date and actively participate in our discussions. **You are also expected to be punctual and to not leave early.** If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence.

Participation

You are expected to actively participate in proposing discussion questions on Sakai and the actual in-class discussions. Discussion questions proposed before class compose 20% of your grade. In-class participation will be consistently noted and factored into your final participation score.

Grade Components

Attendance	10%
Active Participation	10%
Quizzes	20%
Discussion Question Assignments	20%
Final Exam	20%
Research Proposal & Presentation	20%

Grading Scale

The full score for this course is 100. Your total score, summing from the above components, will yield your final grade. The numerical score translates to the letter grade as follows:

A = 90 or above
B+ = 85-89
B = 80-84
C+ = 75-79
C = 70-74
D = 60-69
F = 59 or below

Extra Credit

Students may earn up to 5 extra credit points. You can choose either of them or combine them. All extra credit assignments are due on midnight Aug. 17th, 2017 in your Drop Box on Sakai.

1. Article Summary: Choose one article from the provided reading lists and write a 1-page summary and critique. Specifically, it should include what you think the important take-home message is (1 paragraph) and how you would either modify or enhance the research presented (1-2 paragraphs).
2. "I Found Examples": Find two real-life examples pertaining to topics we've covered. The examples can be obtained from online resources (e.g., videos, audios, or web) or your own experience. For each example, write a brief summary explaining the phenomenon (1 paragraph) and the underlying concept presented and how it relates to what you have learned in class (1 paragraph). The two examples should relate to different topics.
3. Participating in psychology research studies that take place at Rutgers. Research participation opportunities will be announced on Sakai or 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.**

Student-Wellness Services

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / <http://www.rhscaps.rutgers.edu/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / <http://www.vpva.rutgers.edu/>

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

COURSE SCHEDULE

Dates	Topics	Readings	Workloads
July 10 th	Introduction & Research Methods Biological Development	Syllabus Chapters 1 & 2 in Keil (2014)	Discussion questions on Adolph et al., (2014) or Anzures et al. (2013) due on 12 PM, 7/12
July 12 th	Perceptual Development	Chapter 3 Adolph et al. (2014) Anzures et al. (2013)	Quiz 1 due 12 PM, 7/17
July 17 th	Motor Development	Chapter 4	Discussion questions on Baillargeon et al., (1985) due on 12 PM, 7/19
July 19 th	Understanding the Physical World	Chapter 5 Baillargeon et al., (1985)	Quiz 2 due 12 PM, 7/24
July 24 th	Attachment Emotional Development	Chapters 6 & 7	Discussion questions on Baron-Cohen, Leslie, & Frith (1985) and Onishi & Baillargeon (2005) due on 12 PM, 7/26
July 26 th	Theory of Mind ¹	Keil (2014), p. 482-492 Baron-Cohen, Leslie, & Frith (1985) Onishi & Baillargeon (2005)	Quiz 3 due 12 PM, 7/31
July 31 st	Language Development	Chapter 8	Discussion questions on Spelke & Kinzler (2007) or Wynn (1992) due on 12 PM, 8/2
Aug 2 nd	Core Domains: Space, Number, and Biology	Chapter 9 Spelke & Kinzler (2007) Wynn (1992)	Quiz 4 due 12 PM, 8/7
Aug 7 th	Cognitive Skills: Memory, Attention, and Reasoning ²	Chapter 10	Discussion questions on Hamlin (2013) due on 12 PM, 8/9
Aug 9 th	Moral Development	Chapter 12	Work on research proposal & study for final exam

¹ I will be away for a conference on 7/26. A proper replacement or online supplement will be provided.

² Another possible topic: Executive Function

Aug 14 th	Self-Concepts, Parenting, and Media Influence	Chapters 13, 14 & 15	Work on research proposal & study for final exam
Aug 16 th	Final Exam Group Presentation		Written proposal due with your presentation

Note: this schedule is subject to change.