

Syllabus for Infant and Child Development

Spring 2018

Psychology 331:01 Infant and Child Development

TTh 1:10 pm – 2:30 pm, AB 2225

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Office: 227 Tillett Hall, Livingston Campus

Office hours: for drop-ins: Tuesday mornings 8 – 11 am. I am also available at other times by appointment

TA: Susan Norton

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. The March 16th class will be delivered as a Voice Thread lecture. The Monday, April 17th class will be delivered as a Voice Thread lecture. I anticipate all other lectures will be traditional in-person lectures, and exams will be traditional in-person proctored multiple choice exams.

The book is required reading. In-classes quizzes are required. The online-quizzes are required.

Required Text: Seigler et al, 2017 *How Children Develop* Fifth Edition

The book is available from University Bookstore in several formats. The lowest price may be online rental

There will be frequent in-class quizzes. You must buy the iClicker/REEF app for your tablet, PC or smart phone. Your account/device ID must be registered on our class' Sakai site. You are responsible for checking the quiz reports to ensure that your responses are being recorded.

Objectives of the course

1. Students will develop an understanding of the major themes and contrasting perspectives 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 **required** on-line quizzes associated with the material for almost every week. These may 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. The lowest two scores will be dropped before your online average is computed.

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** be counted toward your grade.

In-class quizzes: At intervals during most lectures, questions will be presented for you to answer with your app on your phone or other digital device. You receive points for correct answers. 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 frequently to ensure that your responses are being recorded.** Your four lowest scores will be dropped before the average is computed. Incidental absences are **not** excused. When you are absent, you get a 0, which counts as a low score.

Exams: There will be two mid-term exams and a cumulative final. Books, notes, and electronic devices must be secured and out of sight during exams. Any student observed handling a cell phone, tablet, notes, or other devices will forfeit their exam and receive a score of zero for the exam. A report of a violation of academic integrity will be filed.

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. 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 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.

In the event of weather emergencies or other unanticipated events, I may record lectures and post them online. One class session (the first Thursday in March) we will not meet, because I will be attending the Eastern Psychological Association meeting in NYC with student researchers.

Week	Dates	Topic/Assignments 331:05 AB 2160 9:50 – 11:10 am
1	T Jan 16 Th Jan 18	Chapter 1: Approaching psychological development, history, rationale, approaches and methods
2	T Jan 23 Th Jan 25	Chapter 2 Prenatal development and the newborn period
3	T Jan 30 Th Feb 1	Chapter 3: Biology and behavior
4	T Feb 6 Th Feb 8	Chapter 4: Theories of cognitive development
5	T Feb 13 Th Feb 15	Chapter 5: Seeing, thinking, and doing
6	T Feb 20 Th Feb 22	Chapter 6: Development of language
7	T Feb 27 Th March 1	M: EXAM 1 (Chapters 1 – 6) Th: Ch 7 Conceptual development
8	T March 6 Th March 8	Chapter 7 continued Chapter 8 Intelligence and academic achievement
9	T March 13 Th March 15	Spring Break! No classes
10	T March 20 Th March 22	Chapter 9 Theories of social development
11	T March 27 Th March 29	Chapter 10 Emotional development
12	T April 3 Th April 5	Chapter 11 Attachment to others and development of self
13	T April 10 Th April 12	M Exam 2: Chapter 1 – 10, with heavy emphasis on 7 – 11. Th Chapter 12 The family
14	T April 17 Th April 19	Chapter 13: Peer relationships Chapter 14: Moral development
15	T April 24 Th April 26	Chapter 14 continued Chapter 15 Gender development
16	T, May 1 Friday May 4 8 – 11 am	Reading Day Final Exam: Cumulative

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, make sure your clicker or ResponseWare 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. 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 exams and quizzes on time.

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. The list of resources on the next page may be helpful in case you or a friend encounter difficulties.

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 / 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 / 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.
