

Infant and Child Development

Psychology Department

Rutgers University

830:331:01

REMOTE ASYNCHRONOUS

Fall 2020 Course Syllabus



Prof. Jenny Wang

Please use Canvas for course-related communication whenever possible. When emailing is unavoidable, please include "ICD20" in your email subject line

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Office hours and live online sessions: see Canvas site for sign-up instructions

Remote and asynchronous means we will not meet on campus, and you can complete course requirements at your own pace. However, to receive a passing grade, you must complete all requirements by the last day of the course, December 10th.

Course Aims

- Learn the central questions of developmental science
- Recognize the hallmarks of human development
- Understand how theories of development can be empirically tested
- Learn to critically evaluate developmental theories and studies
- Learn to access research resources used by professionals in the field of developmental science
- Provide a scientific basis for making decisions you may face as a parent, teacher, social policy-maker, or voter

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

Textbook Siegler et al. How Children Develop. 4th or newer edition.

It is a great textbook, but like all textbooks, it costs a lot. However, you can find older versions online (for less than \$10!), and it should be available through the library. We do NOT need Launchpad, iClicker, or other services for this course. Additionally, we will try to forego the textbook for other (free) sources when possible.

Course Website: <https://rutgers.instructure.com/courses/68270>

Student Disabilities If you are entitled to accommodations, please obtain documentation from the Office of Disability Services (848-445-6800, Lucy Stone Hall, Suite A145, Livingston) and contact the instructor before class starts in order to make appropriate arrangements. Visit <https://ods.rutgers.edu/students> for more information.

Counseling ADAP & Psychiatric Services (CAPS) (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/
<http://health.rutgers.edu/medical-counseling-services/counseling/>



Grading

Child Observation: 20%
 Creative Project: 35%
 Online Quizzes: 3% x 10
 Participation: 15%

Extra Credits

You are responsible for requesting extra credits through online request form (details on Canvas site).

Possible sources of extra credits:
 Outstanding creative project <+15%
 Popular and meaningful online post
 1%/post, < 5 total.

You are responsible for requesting extra credits **before December 10th**.

Final grade

It's possible for everyone to get an A! Top 5% gets A+ (same as A for Rutgers). Next best score X is upper bound of A, X-10 is lower bound of A. So on and so forth. There will be no grade change except for calculation errors.

Requirements

Child Observation

Practice the “What’s on this Card” study with one child or adult that you know (e.g., family or friend). Make your own study materials in Google Slides based on the instructions (4pt). Write a paragraph about how you conducted the task (3pt), what the participant’s “Knower Level” is (1pt) and why (2pt).

Creative Project

The best way to learn is to learn by doing. You, as the ambassador for Developmental Science, will use all your research skills and more to design a newsletter for families with young children.

Grading is based on both the clarity (2pt) and accuracy (2pt) of your content, and the creativity (1pt) and appearance (2pt) of your design.

The projects should be written in your own words, all sources (including the text book) should be cited in an *attached* reference list (not in the body of the newsletter), and any images used should be credited to their source (**please only use images that are labeled for noncommercial use**).

Online Quizzes

There will be no exam for this class. Instead, you will receive quizzes after each lecture. The 10 top grades will be counted towards your final grade.

Participation

Join online discussions and complete online polls for each class. If you participate over 70% of the time, you will receive full participation credits. Each additional missing session = -.5% point.

Academic Integrity. We enforce the University’s regulations on academic integrity, and ask for your assistance in reporting suspected violations. Be aware of the regulations and potential consequences:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Learning Centers. If you have difficulty taking good notes during lectures, knowing what or how to study, and/or doing your best on exams, please consider getting help from the Rutgers Learning Centers: <https://rlc.rutgers.edu/>

Self-report Absence. Students are expected to attend all classes; 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. An email is automatically sent to me.

Crisis Intervention <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

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

Class Schedule *subject to change

Dates	Topic	Readings
9/1	What is it about?	Evaluation introduction
9/3	Nature vs. Nurture	“Human nature and the blank slate”
9/10	How do we study it?	Chapter 1 “Baby Lab”
9/15	Where it all begins	Chapters 2-3
9/17	“Life’s greatest miracle”	
9/22	Perception 1	Chapter 5
9/24	Perception 2	Chapter 5 “Are colors innate or learned”
9/29	Motor development	Chapter 5
10/1	Interactive Session 1	Creative project draft for feedback deadline Live Q&A
10/6	Memory	Chapter 5
10/8	Object	Chapter 7
10/13	People	Chapter 7
10/15	Learning	Chapters 5 & 9
10/20	Number 1	Chapter 7
10/22	Number 2	Halberda et al., 2008
10/27	Back to Piaget	Chapters 4, 5, 7
10/29	Interactive Session 2	Child observation draft for feedback deadline Live Q&A
11/3	Language 1	Chapter 6
11/5	Language 2	“The linguistic genius of babies”
11/10	Intelligence	Chapter 8
11/12	Morality	Chapter 14; Hamlin et al., 2007
11/17	Self and temperament	Chapter 10
11/19	Emotion and gender	Chapter 10
11/25		Creative project submission deadline
12/1	Attachment and love	Chapters 11 & 15
12/3	Family and peers	Chapters 12 & 13
12/8	Going beyond this course	Chapter 16
12/10	Interactive Session 3	Child observation submission deadline Selected project presentation and celebration
	Final exam	n/a

Child Observation

Please read and interpret the following paragraph, and develop your own research stimuli based on it (Odic, Le Corre, & Halberda, 2015):

*Each card depicted from 1 to 10 animals (e.g., a card with 1 fish, a card with 7 giraffes). Children were first presented with a card that had a single fish on it, and were asked “What’s on this card?”. Once they had named the item on the card (e.g., “A fish!”), the experimenter said “That’s right, it’s one fish”, putting emphasis on the number word. The experimenter then continued presenting cards from **the first deck** depicting from 1 to 9 animals in a pseudorandom order asking each time, “What’s on this card?” Children, on each trial, counted the animals and reported the number of animals on the card; children had to count on every trial and were not allowed to estimate the number of animals. Children who progressed through all 9 cards in this deck and provided a cardinal number word on each trial were categorized as CP-Knowers and the task ended. Children were allowed to make up to 2 miscounts across these trials (e.g., failing to count one of the items or double-counting one of the items), so long as they provided a cardinal number that reflected the last number in their count as their estimate. A typical response on each trial was for the child to count and then repeat the cardinal value at the end of their counting (e.g., “one, two, three, four, five. Five monkeys!”). If the child did not provide a number word estimate or count on a particular trial, the experimenter would ask “so what’s the number” and if needed would ask them to count the animals. If the child did not repeat a cardinal value at end of their count, they were asked “Do you remember what number you counted?” If the child gave an incorrect answer (e.g., counted to five, but then gave a different cardinal number estimate; e.g., “one, two, three, four, five. Two monkeys!”), the experimenter switched to **a second deck of cards** that depicted from 1 to 4 animals per card. Within this deck, the experimenter began with a card depicting 1 animal and, if the child answered correctly, the experimenter would give a card with two animals, etc., continuing up in numerosity through the 1 to 4 deck, and then shifting to the 1 to 9 deck. If the child answered incorrectly on any particular trial, the experimenter would give a card with a lower numerosity. The “knower-level” for the child (i.e., the highest number word that the child appeared to have an exact meaning for) was recorded as the highest number the child could name correctly at least 3 out of 4 times (i.e., One-, Two-, Three-, Four-Knower or CP-Knower).*

Creative Projects

The standard project is a document created in Google Docs or Google Slides, that uses texts and images to illustrate **at least 2** scientific findings from the Project Reading List on Canvas.

The only accepted format of project submission is a shared link with comment permission to your online document. Any other form of submission, or a link that does not work, will not be graded and will not receive any credits. Please double triple check that your link works! You can use the incognito mode of your web browser to make sure the setting is right. The final submission deadline for your project is **November 25th**. However, we would like everyone to have the opportunity to succeed. If you submit a draft of your project by the Feedback Deadline (see course schedule for details), we will provide you with feedback to help you improve and work towards a good final product. Because there is a large number of students enrolled in this class, in order to make sure we can help everyone in need, we are only able to provide one round of feedback for each of your project. Additionally, we will be unable to provide you feedback after the Feedback Deadline. If there are unforeseeable life events that prevent you from submitting your drafts for feedback, please use the Self-report Absence system (<https://sims.rutgers.edu/ssra/>) to submit a report of your personal request, and we would make an exception for you.

Extra credits for outstanding projects. A project deemed “outstanding” by the Professor will be invited to present at the end of the semester, and presenters may receive up to 15% of extra credit.

Popular and Meaningful Online post

An online post that has received >50 likes and received the comment “this is a great post” from the instructors. In order to receive extra credit from online post, include a link to the post in your online request form.