

Infant and Child Development

Psychology Department
Rutgers University

830:331:01

REMOTE ASYNCHRONOUS

FA21 Course Syllabus



Prof. Jenny Wang

Please use Canvas for course-related communication whenever possible. When emailing is unavoidable, please include "ICD21S" in your email subject line

jinjing.jenny.wang@rutgers.edu

TA: TBD

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, .

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>

Please check Canvas for the most updated version of this syllabus!

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



Requirements

Research Summaries

Summarize the research question, results, and conclusions of **2** research papers based on the QALMRI structure (see the end of the syllabus for detailed instructions).

Newsletter

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. Your newsletter content is **based on** your research summaries, but not a simple repeat. Newsletter should be written in intuitive terms and for a general audience. Grading is based on both the clarity and accuracy of your content, and the creativity and appearance 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).

Peer Review

Peer review is an important part of science! You will be reviewing and grading each other's newsletters *prior* to your instructors. Each of you will be randomly assigned to review and provide feedback for **3** other people's assignments.

Online Quizzes

You will receive quizzes (approximately) after each lecture. The 10 top grades will be counted towards your final grade. **Quiz questions may come from both the lectures and the readings (including the Textbook).**

Grading *subject to change

Research Summaries: 40% (15% + 25%)

Newsletter (creative project): 20%

Online Quizzes: 30%

Online Polls: 10%

Extra Credits

Register to present Newsletter +6%

Peer Review: +6%

Outstanding project +10%

Final grade

It's possible for everyone to get an A!
There will be no grade change except for calculation errors.

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
Week 1 – 9/1	What is it about?	<i>Evaluation introduction</i>
2 – 9/7	Nature vs. Nurture	“Human nature and the blank slate”
	How do we study it?	Chapter 1 “Baby Lab”
3 – 9/13	Where it all begins	Chapters 2-3
	“Life’s greatest miracle”	Research Summary draft deadline
4 – 9/20	Perception 1	Chapter 5
	Perception 2	Chapter 5 “Are colors innate or learned”
5 – 9/27	Motor development	Chapter 5
	Interactive Session 1	<i>Live Q&A</i> <i>Voluntary project presentation</i>
6 – 10/4	Memory	Chapter 5
	Object	Chapter 7
7 – 10/12	Number 1	Chapter 7
	Number 2	Halberda et al., 2008
8 – 10/18	People	Chapter 7
	Learning	Chapters 5 & 9 Research Summary submission deadline
9 – 10/25	Back to Piaget	Chapters 4, 5, 7
	Interactive Session 2	<i>Live Q&A</i> <i>Voluntary project presentation</i>
10 – 11/1	Language 1	Chapter 6
	Language 2	“The linguistic genius of babies” Newsletter initial submission deadline
11 – 11/8	Language 3	Chapter 6
	Intelligence	Chapter 8
12 – 11/15	Morality	Chapter 14; Hamlin et al., 2007
	Self and attachment	Chapter 11 Newsletter peer review deadline
13 – 11/29	Emotion and temperament	Chapter 10
	Gender	Chapters 15
14 – 12/6	Family and peers	Chapters 12, 13 Newsletter re-submission deadline
	Interactive Session 3	<i>Selected project presentation and celebration</i>

Research Summaries and Creative Project

Assigned papers are under “Reading list” tab on Canvas. For direct access:

https://rutgers.alma.exlibrisgroup.com/leganto/public/01RUT_INST/lists/13837324970004646?auth=SA ML

Research summaries summarize the research findings following the QALMRI guideline on the next page in your own words. Each research study should be summarized into a 2-page, double-spaced PDF document, in 12pt font. Grading is based on accuracy and clarity. Avoid jargons or direct use of context-specific technical terms from the research articles. **Direct copy (or direct quote, including figures) from original research papers (or anywhere with copyrighted content!!) will be considered as plagiarism and will receive no credit.**

Newsletter should be 2~3 pages in content, roughly 1,000 words in total (excluding references). First page will be a brief introduction of child development research. The remaining of the pages will be pictures and text based on your own research summaries.

The text in Newsletter should NOT be identical to your research summaries. These are two completely different assignments. The research summaries are for you to better grasp the research design and findings from the articles, whereas the Newsletter is for you to practice describing and translating research findings to a general audience. You should avoid any kind of difficult or technical terms for the Newsletter.

Be creative and make these cute and pretty!

Please make the last page of your Newsletter document a list of references, including the research papers you chose, any other sources you used, as well as all the images you included. Please do not use inline citations, and make sure you **cite all the (royalty-free) sources for the images (including your template)** you use as well! **Please make sure that all the images used in your newsletter are royalty-free, or non-copyrighted items!**

Here is an example **structure** of the submitted document: https://docs.google.com/document/d/1LEb-A_VswKFq_VcUrX5yMkhfd6DcjK_jRqqMP2VskA8/edit?usp=sharing

Here are some more example newsletters:

<https://labforchilddevelopment.files.wordpress.com/2019/09/2019-newsletter-2.pdf>

<https://cpb-us-e1.wpmucdn.com/sites.northwestern.edu/dist/1/558/files/2016/07/infant-lab-newsletter-1y3x8oc.pdf>

<http://britobabylab.com/wp-content/uploads/2020/08/ISLAND-Newsletter-Final-1.pdf>

Feel free to check out resources such as:

<https://www.canva.com/> and <https://www.freepik.com/>

QALMRI guidelines

When reading a primary journal article it is sometimes hard to see the forest for the trees.

Sometimes the details of how the experiment was conducted or how the data were analyzed make it difficult to focus on the central questions: WHY did the authors perform these experiments, HOW did they run them, and WHAT did they find?

One goal of these assignments is to learn to convey an idea clearly but briefly. As such, please limit your response to each point to a sentence or two.

† Adapted from Steve Kosslyn, Harvard University

Question: All research begins with a question, and the point of the research is to answer it. Usually, the first few paragraphs of an article's Introduction section tell the reader what question the article is addressing. In addition, the context provided by the literature review should explain why the question is important and why anybody should care about answering it. Questions fall into two categories: broad and specific. Broad questions are typically too general to answer in a single experiment. For example, a broad question might be "Does language influence perception?" This sort of broad question provides the general topic for a paper, but can only be resolved by compiling many experimental results across many different journal articles. The specific question can typically be addressed, at least in part, by a single experiment or set of experiments. A specific question might be "If one language has a certain term for a color and another language does not, will speakers of those two languages perceive the color differently?" **In describing the question of an experiment, you MUST identify both the broad and the specific questions being addressed.**

Alternatives/Logic: All experiments must be designed to distinguish among different possible answers to the specific question being addressed. **Consider possible answers to the specific question** (for example, one possibility is that speakers of different languages will perceive colors differently, because top-down factors often affect perception).

Method: Focus on the main experiment. Who participated in the experiment? What did these participants do? What materials were used as stimuli?

Results: What was the outcome of the experiment? Although most psychological experiments are analyzed using statistical techniques, you need NOT describe the results at this level. **Rather, state in a commonsense way what the most important findings were.** Did the results differ by population tested, or by experimental condition? What was the overall pattern of the data within each presented experiment?

Inferences: This is the most important part of this exercise. It is very important to not just know what was found, but also be able to think critically about the findings. Think back about the **broad** research question: What do these results tell us about the question that originally motivated the experiment(s)? Do the results support or rule out one of the possible answers to that question? Are there alternative interpretations of the results? Were there any confounds in the experimental design, such that the results could have been caused by a factor other than the ones the experimenters were trying to test? Importantly, what was your impression of the experiment(s)? What follow-up experiments could either eliminate experimental confounds (if any exist), or address further questions? If you were the experimenter, what would your next step be-- What would you test next, and how would you go about doing it? **You do not have to address ALL of the above Inference questions in your response, but you should come up with at least ONE follow-up idea.** Importantly, use your writing to demonstrate that you have understood the article thoroughly enough to present some of your own unique thoughts, questions, or insights on this set of ideas. Be creative.