

# Infant and Child Development

Psychology 830:331:01

We are **IN PERSON** for Fall 2022!

**When:** TF 10:20-11:40am

**Where:** 114 Hill



## FA22 Course Syllabus

Do you aspire to be an educator, policy maker, family physician, or researcher? Do you hope to gain some more insights for your role as a caregiver or a voter? Are you curious about how children develop and how we study them? Awesome! We are here to help you to figure this out. And by the end of this course, you will have achieved all the goals listed on the right.

This will be a **“flipped classroom”** – you watch lectures at home, and work on “homework” in class with the support of the instructors and your peers!

**This means: YOU are the center of this learning experience, and we are here to support you:**

Prof. Jenny Wang

TA: TBD

*Best way to reach us is through [Canvas Q&A Discussion](#)*

**Or to message us directly** using the [Inbox tool on Canvas](#)

**Textbook** Siegler et al. How Children Develop. 5<sup>th</sup> or newer edition. 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 integrate other (free) sources when possible.

**Technology** You need access to a laptop computer for completing this course. Please reach out if you need help.

## Course Objectives

- A. Recognize the hallmarks of human development and the central themes of developmental science**
- B. Identify and apply empirical methods to test developmental theories**
- C. Critically evaluate developmental theories and cognitive development studies**
- D. Communicate research findings to the general public using clear and comprehensible language**
- E. Develop personally as professionals in the scientific field**

**COURSE WEBSITE (Canvas)**

We embrace a notion of intellectual community enriched and enhanced by diversity along a number of dimensions, including but not limited to race, ethnicity and national origins, gender and gender identity, sexuality, age, class and religion. We strive to create a learning community where we share experiences, ask big questions, consume critically, and discuss thoughts and ideas comfortably. This means that your thoughtful and respectful contribution is the key to the success of the whole class! The goal is to make this not just one more letter grade on your transcript, but also something you can bring with you for your journey ahead. Please also know that we are always here to support your learning!



## Grading

You will see a Learning Contract as one of your first assignments on the **Course Website (Canvas)**. Research suggests that this approach helps with students' motivation, so we are trying it out! This means, as long as you complete all the basic requirements, you are guaranteed a B. Any bonus you receive will depend on the quality of your work and will boost your grade up, and missing requirements will lower your grade. That's it!

## Final grade

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

# Requirements

*Please see more requirement details on Canvas; please see more grading details on Learning Contract.*

- ⇒ **Asynchronous Content** This is a "Flipped Classroom", which means that you will watch lecture videos and complete assigned readings at home weekly at your own pace (2~3 hours/week).
- ⇒ **Classroom Engagement** All kinds of fun activities will happen in person! You will also have supported work time for your writing assignments! Try not to miss more than 5 sessions.
- ⇒ **Quizzes** You will receive quizzes in class for every topic. Graded by completion.
- ⇒ **QALMRI** Summarize research papers based on the QALMRI structure (see the end of the syllabus for details). Graded by completion.
- ⇒ **Stimuli Design and "Data" Collection** You, the researcher, will practice creating research stimuli and collecting data from peers, aka the fun part of doing research. You don't want to miss this!
- ⇒ **Newsletter** The best way to learn is by doing! You, as the ambassador for Developmental Science, will design a newsletter for families and the broader community. This will be graded after →
- ⇒ **Self Evaluation & Peer Review** Self evaluation and peer review are important parts of science! You will use rubrics to evaluate your own work and provide feedback to each other.

**Academic Integrity.** In order to keep our learning environment fair and professional, we enforce the University's regulations on academic integrity, and ask for your assistance in reporting suspected violations. You can find university regulations and potential consequences here: <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/](http://www.vpva.rutgers.edu/)

**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 the third week of class 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/>

# Class Schedule

\*PREVIEW: you will see a final version of this on Canvas

⇒ When you are ready, take a look at the **Course Website (Canvas)** to introduce yourself and get started on your first Module!

Dates	Asynch Topic	In Class Activity (see Canvas for instructions and updates)
<i>Weekly announcements on <b>Mondays</b>. Assignments are due <b>in class</b>.</i>		
Week 1 – 9/6		Intro Poll; Discuss “superpower”; <b>Learning Contract</b>
9/9	Nature vs. Nurture	Quiz; Role play & Bingo game
2 – 9/13	Method 1	Quiz; Social annotate “Baby Lab”
9/16	Method 2	Google Scholar & “How to read a scientific article”
3 – 9/20		Social annotate QALMRI rubric; “ <b>MR</b> ”
9/23	Prenatal	<b>Self evaluation, Revision, &amp; Peer review (SRP)</b>
4 – 9/27	Perception 1	Quiz; Collaborate: Info Sheet 1
9/30	Perception 2	Quiz; Collaborate: Info Sheet 2
5 – 10/4	Motor	Quiz; Collaborate: Info Sheet 3
10/7	Memory	<b>Stimuli design &amp; Pilot testing</b>
6 – 10/11	Object	Work time
10/14		Brainstorm “how should we design toys for babies?”
7 – 10/18	Number 1	(Memory & Object) Quiz; “Panamath” game
10/21	Number 2	Quiz; Midterm reflection
8-10/25	Learning 1	<b>QALMRI “QA” + SRP</b>
10/28	Learning 2	Work time
9 – 11/1		Quiz; Collaborate: “list strategies that will help you learn better”
11/4	People	Playposit “face blindness”; <b>QALMRI “I” + SRP</b>
10 – 11/8		Quiz; Work time
<i>Veteran’s Day</i>		
11-11/15	Language 1	Spot your research celebrity in “babies: first words”
11/18	Language 2	Quiz; “baby talk” game
<i>Happy Thanksgiving!!</i>		
12-11/29		Social annotate Newsletter rubric; Newsletter draft
12/2	Intelligence	Quiz; Discuss “universal standards”; Work time for <b>Newsletter</b>
13-12/6		<b>SRP</b>
12/9		<b>Newsletter final submission</b>
14- 12/13		Congratulations! Now it’s celebration time!

We tried to make sure that there is no overlap between **major assignments (in bold)** and major holidays so that everyone can participate, but please feel free to reach out if we missed anything!

# Learning Contract

\*PREVIEW: you will see the official version of this as one of your assignments on Canvas

Dear Student:

We are excited to welcome you to Infant and Child Development for Fall 2022! We strive to create a learning community where we share experiences, ask big questions, consume critically, and discuss thoughts and ideas comfortably. This means that your thoughtful and respectful contribution is the key to the success of the whole class! The goal is to make this not just one more letter grade on your transcript, but also something you can bring with you for your journey ahead. Therefore, instead of focusing on points you can earn, we set the following baseline expectations for every student.

**GOALS: You are *guaranteed* a B in this course if you satisfactorily complete ALL of the following:**

- Respect each other and communicate timely with your instructors
- Complete asynchronous content (due before each class)
- Complete in-class quizzes (up to 4 quizzes incomplete without negative impact)
- Complete QALMRI assignments (up to 1 assignment incomplete without negative impact)
- Complete Stimuli Design & Data Collection assignment
- Complete Newsletter assignments
- Complete Self Evaluation and Peer Review activities
- Complete other in-class activities (up to 5 missing sessions without negative impact)

We trust that you will take responsibility of your own learning and plan your time wisely. It is absolutely possible for everyone in this course to earn an A, even if you have to miss some sessions or cannot satisfactorily complete some of the assignments. We understand that life happens, therefore we designed the assignments using a flexible model. This flexible system also means that make-up sessions will NOT be scheduled (*but talk to us if something happens!*). Every missed GOAL equals a half grade deduction from B.

**ENRICHMENT: You have the opportunity to earn grade increase by completing any of the following enrichment goals (highest grade for this course is A):**

- Satisfactorily complete ALL the assignments and quizzes (approved late submissions ok; .5 letter +)
- Satisfactorily complete an **independent and authentic** research proposal project following the QALMRI structure (1 letter + for creative and scientifically sound proposal; .5 letter + for satisfactory proposal)
- Submit a recording (TikTok format) describing the content of your Newsletter to the public (.5 letter +)
- Outstanding class contribution or peer support (1 letter +)
- Outstanding writing assignment completion (.5 letter +)

In the meantime, we, your instructors, are here to help and support your learning and personal growth. To achieve these goals, **you can expect the following from us:**

- Respect all students and communicate timely and frequently (at least 1 announcement/week on Canvas)
- Provide learning tools, advice, and feedback promptly (both in class and on Canvas)
- Listen to your feedback and make adjustments where possible

**Welcome to Infant and Child Development! We hope that this is where your journey of exploring the wonders of cognitive development starts.**

I, \_\_\_\_\_, understand the content of the syllabus and this learning contract and will do my best to accomplish the above goals.

(Student Signature) (Date)

(Instructor Signature) (Date)

(TALA Signatures) (Date)

## 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 and briefly. You will use the guide below to describe each component of the research article in a few sentences.

† Adapted from Steve Kosslyn, Harvard University

**Question** (2 sentences): 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** (1~2 sentences): 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; alternatively they will not perceive colors differently, because top-down factors cannot affect perception).

**Method** (1~2 sentences): Focus on the main experiment. Who participated in the experiment (e.g., 2~3 years old children)? What did these participants do (e.g., played a game)? What materials were used as stimuli (e.g., where they had to give a puppet different numbers of toys)?

**Results** (1~2 sentences; may be combined with Method): 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** (3~5 sentences): 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? 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. You will not earn points if the follow-up idea is **superficial**, such as "I wonder what happens in younger kids". Try to relate the research to your own life and experience and come up with your unique follow-up idea – and use research evidence to support why this is a good idea.