

Infant & Child Development

Psychology 331:02

In-person 3:50 to 5:10 pm Mondays and Wednesdays, Tillett Hall, Room 257, Livingston

Dr. Margaret Ingate (she/her), mingate@psych.rutgers.edu

My Office: 227 Tillett Hall (second floor, not in the classroom section), Livingston Campus,
Office hours: Wednesdays 11:00 am – 2:00 pm and by appointment

TA: Kathleen Cracknell, email: kmc520@scarletmail.rutgers.edu

Read the syllabus all the way to the end. It contains important information. As early as possible in the term, please ask questions about anything you do not understand. Some content of the syllabus may change as circumstances in New Jersey, Rutgers, and our nation change. I will post and distribute any changes that occur. If we have to meet remotely, classes will be recorded and the recordings will be posted and will remain available.

The format of this class is planned to be in-person, lecture and discussion. PowerPoints for lectures will be posted in Modules on our Canvas site. Other materials may also be posted in Modules. Some may be required, others may be optional, if you are interested in exploring a topic further than the text book. Weekly quizzes will also be posted on Canvas, under Assignments.

You will need a reliable internet or wireless connection. Canvas resources and assessments can be accessed via Android or iPhone devices, as well as by laptop or tablet devices.

Our text is an ebook, accessible through Canvas. Beck's *Infants & Children, Ninth Edition* is required, and it is included in your tuition bill for this course. You may opt out of the automatic purchase.

Optional Readings/video links: Journalistic reports relevant to the topic of each chapter, and some scholarly articles may be posted in Modules. Unless otherwise announced, these are optional, but they have been chosen because the content is interesting and will expand your knowledge and understanding.

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 Canvas, or material you should remember from General Psychology. The lowest two scores will be dropped before your online average is computed. Quizzes that you do not take will receive scores of zero. You may take each quiz twice, and the highest score will be the one that counts. **HOWEVER**, you will retain the material best if you take the quiz for a chapter immediately after reading the chapter, and retake it about a few days later, after reviewing the material.

Review before exams: Before each of the exams and the final exam, a list of key terms and concepts will be posted. These are intended to be helpful, but are not an exhaustive list of every thing that might be covered on an exam. When possible, the class before an exam will review some of the material to be covered on the exam.

Exams: There will be three exams. The second and final exams will place greatest emphasis on more recently covered material. Exams count as 75% of your grade. Exams are closed book. Exams may include short answer essays.

Respect for diversity of person and perspectives: Families, infants, and children in this country and around the world have very different lived experiences. I, as your professor, intend to present materials that both represent and respect diversity of gender, gender expression, ethnicity, nationality, race, disability, socioeconomic status, religion, and culture. In our discussions, our differing experiences may lead us to express different perspectives on a variety of issues relevant to course content. In our discussion of theories and of research results, we may question methodology and interpretation of results but we should not critique or question each other's choices, experiences, or identities.

Academic integrity: Sanctions for cheating in any form can result in failing the course or, for more severe violations, temporary or permanent separation from the university. Familiarize yourself with the university's policies on academic integrity by visiting the following website <http://academicintegrity.rutgers.edu/> and reading the material for students. I take violations of the academic integrity policies very seriously and have taken action and will take action against students who violate the policies. Keep in mind that cheating on an exam or a paper can completely derail your future plans and ambitions. A history of an academic integrity violation will keep you out of law school, medical school and most graduate programs.

Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident.

http://www.libraries.rutgers.edu/avoid_plagiarism

<http://academicintegrity.rutgers.edu/resources-for-students>

Deadlines and "Attendance and Absences": There are no explicit penalties for lack of "attendance". *If you are seriously ill or injured and miss two or more weeks of assignments or if family problems interfere with schooling for an extended period*, you should notify your dean because that situation is likely to affect all of your grades in all of your courses, and possibly your academic standing.

The university has implemented a system for student self-reporting of incidental "absences". If you are going to be absent or have been absent, some professors expect you to report that through the system. I don't. A link to the Student Self-Reporting of Absences system is posted below. **I do not read these, but am required to include this information on the syllabus.**

<https://sims.rutgers.edu/ssra/>

The schedule of topic coverage is listed below. The dates for exams are unlikely to change, except for hurricanes, blizzards, "third/fourth wave pandemic" or other disruptions. **Dates for coverage of topics MAY change.** Exams will not cover topics we have not covered, but may cover some material in assigned readings that was not actively discussed.

Extra Credit

There *may* be opportunities to participate in research for extra credit (a maximum total of 10 extra points). Alternatively, you can write a brief term paper for equivalent credit. Papers that do not follow the specifications will receive 0 points.

If you write a paper, it will be submitted to Turnitin for plagiarism review.

It is important to understand that if you participate in a study and give random or nonsensical responses, you will not get credit. Most individuals recruiting research subjects are students – some are undergraduates, some are graduate students. Careless or malicious responding is not benign behavior. It is the moral equivalent of vandalism.

Weekly Schedule Section 331:02

Week	Class Dates	Topics	Assignments SEE MODULES
1	M Jan 17 MLK Day no class W Jan 19	Welcome! History, Theory, and Research Strategies How memory works and what that means for effective studying. (recorded mini-lecture)	Read /listen slides to mini-lecture Read Chapter 1 Introductory Quiz
2	M Jan 24 W Jan 26	Genetic and Environmental Foundations Continuing chapter 2	Read Chapter 2 Ch 2 Quiz
3	M Jan 31 W Feb 2	Prenatal Development	Read Chapter 3 Ch 3 Quiz
4	M Feb 7 W Feb 9	Birth and the Newborn Baby	Read Chapter 4 Ch 4 Quiz READ NY Times article
5	M Feb 14 W Feb 16	Physical Development in Infancy and Toddlerhood In-class review for Exam 1	Read Chapter 5 Ch 5 Quiz
6	M Feb 21 W Feb 23	Exam 1 Topics 1 – 5 Cognitive Development in Infancy and Childhood	Read Chapter 6
7	M Feb 28 W March 2	Finish Chapter 6 Emotional and Social Development in Infancy and Childhood	Ch 6 Quiz Read Chapter 7
8	M March 7 W March 9	Finish Chapter 7 Physical Development in Early Childhood	Ch 7 Quiz Read Chapter 8 Ch 8 Quiz
9	March 12 - 20	Spring Break	
10	M March 21 W March 23	Cognitive Development in Early Childhood	Read Chapter 9 Ch 9 Quiz
11	M March 28 W March 30	Emotional and Social Development in Early Childhood	Read Chapter 10 Ch 10 Quiz
12	M April 4 W April 6	Review for Exam 2 Exam 2 (Chapters 1 – 10) Emphasis on Chapters 6 – 10	Study, review, get enough sleep
13	M April 11 W April 13	Physical Development in Middle Childhood	Read Chapter 11 Ch 11 Quiz
14	M April 18 W April 20	Cognitive Development in Middle Childhood	Read Chapter 12 Ch 12 Quiz
15	M April 25 W April 27	Emotional and Social Development in Middle Childhood	Read Chapter 13 Ch 13 Quiz
16		Final Exam Date and Time TBD	Final Exam

Grading: Grades will be based on a 400 point system (300 points for exams, 100 points for your quiz average)

A: 360 points and above
B+: 340 - 359
B: 320 - 339
C+: 300 - 319
C: 280 - 299
D: 200 - 279

Grades: I do not change grades unless a computational error has been made. Begging, crying, attempted bribes will not work. If you need a certain average, to keep financial aid, or just to keep your parents from nagging you, read the assignments, start working on quizzes early, take the quizzes on time, and review frequently by testing your memory for the material. **REACH OUT FOR HELP if you run into trouble. I want my students to learn and succeed.** Elaborative encoding, elaborative rehearsal, and distributed review of course material will lead to greatly improved retention of the material and decent grades in this and almost every course.

Missed exams: Don't miss exams. If you have an unavoidable conflict, let me know ahead of time. In the case of unforeseen difficulties that you credibly explain, we can make arrangements for a makeup.

BE ON TIME FOR EXAMS. If you are late, you do not get extra time.

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. ODS requires that you make exam arrangements at least a week before an exam date. They are not flexible about this rule. Identify yourself early in the term. If you wait until just before an exam, you may not receive your accommodations. There should be no shame or embarrassment in using an accommodation you to which you are entitled.

- Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>.
- Full disability policies and procedures are at <https://ods.rutgers.edu/>

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, these are listed below.

If you find yourself struggling, know that you are not alone and there are resources to help you. For difficulties with this course, talk to me. Other resources include:

Student-Wellness Services:

Counseling, ADAP & Psychiatric Services (CAPS)

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

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.

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/

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.