

# Infant and Child Development

Psychology 830:331:90/91

Prerequisites: 01:830:101

**ONLINE ASYNCHRONOUS**



## SP23 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 course objectives listed on the right.

**Prof. Jenny Wang**

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**Drop-in hours:** signup using link on Canvas

**Communication Plan** Canvas  
Announcement will be posted at least once a week.

Best way to reach us is through [Canvas Q&A Discussion](#); Or to message us directly using the [Inbox tool on Canvas](#)

**Response within 24h business.**

**Textbook** Siegler et al. How Children Develop. 5<sup>th</sup> or newer edition **ISBN-13:** 978-1319014230. Available at bookstore/library.

**Technology** you need access to a computer and the internet for completing this course. Support: <https://it.rutgers.edu/new-brunswick/oit-help-desk-at-rutgers-new-brunswick/>

**Psychology Department Goals** Content in Psychology; Research Methods in Psychology; Higher-order cognitive skills

## 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 lay language**
- E. Develop personally as members of the broad scientific community**

**COURSE WEBSITE (Canvas)**

**Diversity and Inclusivity Statement:** We embrace a notion of intellectual community enriched and enhanced by diversity along a number of dimensions, including 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!

# Requirements & Grades

*Check Canvas for more details!*

- ⇒ **Asynchronous Content (20%)** You will watch lecture videos and complete assigned readings (~3 hours/week).
- ⇒ **Social Engagement (10%)** All kinds of fun activities, including asynchronous social games and discussions, will happen on Canvas! Graded by completion. 2 missing allowed.
- ⇒ **Polls and (regular) Quizzes (20%)** You will complete polls before topics and quizzes after topics. 3 missing/lowest dropped.
- ⇒ **QALMRI Research Summaries\* (30%)** Summarize research papers based on the QALMRI structure (see the end of the syllabus for details).
- ⇒ **Peer Review (5%)** Peer review is an important part of science! You will use rubrics to provide feedback for each other on all the writing assignments (QALMRI).
- ⇒ **Super Quiz (15%)** A cumulative quiz at the end of the semester to help you review all the major concepts.
- ⇒ **Newsletter - Extra Credit (up to 10%)**

*\*If you perform really well on these assignments, you may be eligible to skip some other assignments.*



**Final Grade** Letter grades will be calculated based on the grade breakdown on the right.

A = 90-100

B+ = 85-89

B = 80-84

C+ = 75-79

C = 70-74

D = 60-69

F = 0-59

**Late Policy** Please get in touch as soon as you have trouble meeting the due dates. If you must miss more than 1 week of classes, please contact the Dean of Students. No late submissions will be accepted for the Social Engagement, Polls and Quizzes assignments. Late submission for all other assignments will take a 10% grade deduction every day the submission is late.

**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://nbacademicintegrity.rutgers.edu/>

**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/> and Writing Centers: <https://writingctr.rutgers.edu>.

**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/>

*~recommended weekly schedule~*

Mon-Tue	Wed-Thu (Thu due dates)	Fri-Sun (Sun due dates)
Announcement Watch/Read	Writing Assignment (in bold) Social Engagement	Quiz/Reflection

## Class Schedule

Assignments are due on Thursdays and Sundays every week, following the schedule below.

Due Dates	Topic	Activity Due (see Canvas for instructions and updates)
Week 1 – 1/19	Intro	Social Annotate “Syllabus”
1/22		Poll: Intro
2 – 1/26	Nature vs. Nurture	Social Game “Role Play”
1/29		Quiz
3 – 2/2	Method 1	Social Annotate “How to read a scientific article”
2/5		Quiz
4 – 2/9	Method 2	Social Annotate “Praise Children”
2/12		QALMRI 1 Draft
5 – 2/16	Prenatal	Social Discuss “America’s mom & babies”
2/19		Quiz; QALMRI 1 Peer Review
6 – 2/23	Perception	Invited Presentations
2/26		Quiz; <b>QALMRI 1 Final</b>
7 – 3/2	Motor	Social Game: Let’s Google!
3/5	Memory	Quiz
8-3/9		QALMRI 1 group feedback
3/12-3/19	<b><i>SRPING BREAK!</i></b>	
9 – 3/23	Object	Social Annotate “Infant Counting”
3/26		Quiz; QALMRI 2 Draft
10 – 3/30	Number	Social Game “Panamath”
4/2		Quiz; QALMRI 2 Peer Review
11-4/6	Learning	Invited Presentations
4/9		Quiz; <b>QALMRI 2 Final</b>
12-4/13	People	Social Discuss “Little Sponges?”
4/16		Quiz
13-4/20	Language	Social Game “Spot Research Celebrities”
4/23		Quiz
14- 4/27	Conclusions	<b>Newsletter (extra credit)</b>
4/30		Super Quiz

**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.