INFANT AND CHILD DEVELOPMENT (830:331:02 and 830:331:03) Spring 2012

(Syllabus may be revised during the semester – Please check back periodically)

Last Updated: January 12, 2012

Section 02: MTH1st Period,Livingston Classroom Building 102, 8:40-10:00 am

Section 03: MTH 3rd Period, Lucy Stone A142, 12:00-1:20 pm

Instructor: Dr. Judith Hudson, jhudson@rutgers.edu

Office: 425 Tillett Hall, Livingston Campus

Office hours: Mondays 10:30-11:30 am AND by appointment

TA: Janani Prabhakar

- The TA is in charge of copying and grading the exams.
- The TA will have the physical exams.
- If you wish to review your exam then you must visit the TA during her office hours.

Read the syllabus all the way to the end. It contains important information. On the first day of class, please ask questions about anything you do not understand. Your continued enrollment in the course implies your understanding and acceptance of the information in the syllabus.

I. Required Course Materials:

1. Kail, *Children and Their Development* (2011), loose-leaf, 6th Ed, Pearson Publishers. Available at Livingston Bookstore, and online.

2. MyVirtualChild (MVC): An online, interactive simulation program to supplement course content
   - The copy of the textbook that is available from Rutgers bookstores includes access to MyDevelopmentalLab and MyVirtualChild. MyDevelopmentalLab is a useful supplement that provides additional simulations, media, flashcards, and practice quizzes. **MyVirtualChild is a required online supplement for this class.**
   - If you purchase a copy of the text from another source, you will need to purchase access to MyVirtualChild for $25 by going to www.myvirtualchild.com and clicking on the "buy access" link in the login section.
   - Your copy of MyVirtualChild must be registered with the course ID number, . Further instructions for registering are available on the sakai web site.

3. Additional articles will be posted on sakai.

II. Learning Goals

The learning goals of this course contribute to the more general goals of the Department of Psychology and of the Rutgers School of Arts and Sciences:

1. Students will develop an understanding of the major themes and controversies that continue to shape research in infant and child development.
2. Students will be able to characterize the transitions that occur 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.
5. Students will use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes.

III. Class Web Site

- The class has a sakai website which you should have access to if you are enrolled in the course. This will be the most important way in which you get information outside of class.
- Lecture slides (which are only an outline of the material covered) will be posted on sakai before each class. I try to post slides at least a week before class, but sometimes I make changes to lecture material closer to the class date.
- MyVirtualChild (MVC) assignments will be posted on sakai under the Tests and Quizzes tab on the left. Please note the due dates and submit before then.
- Assigned articles in addition to the text readings will be posted in Resources section
- I will post review questions for the exam in the Resources section of sakai.
- Announcements will also be posted here if there are changes to the schedule.

IV. Course Requirements

Exams

There will be two non-cumulative exams and a non-cumulative final. Exam format is multiple-choice questions. Each exam will include 60 questions for 60 points towards the final grade.

- I will post review questions for the exam on sakai. Review questions will cover the topics in the book or the lecture.
- Exam questions will come from material only covered in lecture, material only covered in the book, and material covered in both lecture and text.
- DON'T MISS EXAMS. If you miss an exam, in general, you get a zero. If you have an unavoidable conflict, let me know ahead of time. In the case of extraordinary circumstances (hospitalization, death in the family) you will have to produce documentation; with acceptable documentation, we can make arrangements for a makeup. Without acceptable documentation, you will get a zero.
- BE ON TIME FOR EXAMS. If you arrive after the first student has turned in an exam, you will not be admitted to the exam and will have to take a makeup.
- Makeup exams will consist of essay questions instead of multiple-choice questions.

MyVirtualChild

My Virtual Child (MVC) is an interactive web-based simulation that allows you to raise a child from birth to age 18 and monitor the effects of your parenting decisions over time. This engaging website lets you apply the key concepts that you are learning in class. And just like in real life, certain unplanned events will be presented to you.

- Your virtual child needs to be linked to our class, and I will check at how your child progresses. There are no "correct" and "incorrect" ways to raise your child, but I do expect you to think carefully about your decisions, the way you would if you raised a real child. Make sure that you meet the posted deadlines for "raising" your child – see schedule of assignments below.
- As you raise your child, you may find that the information you need to make some decisions has not been covered yet in class. Either read ahead in the text or make an uninformed decision and learn later what effect that may have had on your child's development.

- The MVC site includes some reflective questions; you are not required to submit responses on the MVC site, but you may find it useful to ponder these questions.
- There will be 6 "quizzes" (essay questions) posted on the sakai site where you will reflect upon your child's development in relation to material covered in the class. Look for these in the "Tests and Quizzes" section of sakai. Each of the sakai quiz assignments are worth 4 points.
- Responses to MVC questions MUST be submitted by the due date and time: no credit will be given for late submissions. Do NOT wait until the last minute to submit these. If you lose access to the Internet 15 minutes before the submission is due and are unable to submit on time, you will receive no credit for the assignment.
- Responses must be in your own words. Cutting and pasting material from MVC is considered plagiarism and appropriate penalties will be imposed (see academic integrity below).

Extra Credit Article Reviews

Three times during the semester, articles will be posted on sakai to be reviewed for extra credit. For each assignment, you will read one of the articles from the Extra Credit folder in Resources and write a review of the article by answering the questions on the Article Review Form (see sakai site). You will download the form, fill it out and submit it as a Word document to the Assignments page. Make sure you answer the questions completely, in paragraphs, not short sentences.

All submissions will be reviewed by Turnitin for any evidence of plagiarism. Students can also use Turnitin before submitting to avoid inadvertent plagiarism.

You may submit up to 2 article reviews for up to 8 points of extra credit for each review (maximum = 16 points). You must submit each review by the posted due dates. LATE SUBMISSIONS WILL NOT BE ACCEPTED. You will not be allowed to resubmit reviews.

V. Learning and Remembering the Material Covered in this Course

Reading

Preview the text and the additional articles before you begin reading. Skim first to understand the structure of the authors' presentation and formulate questions that interest you about the topics covered. Write your questions down, on paper, in your laptop, or on index cards. Then begin to read the chapter, reading for answers to your questions. Stop after every major section. Write (or type) any answers to your questions that you have found. Note any additional questions that you have. Take notes reviewing the major points of the section. Run up and down the stairs, go get a soda, take a health break. Then go on to the next section, using the same technique: read for answers, read for questions, record answers to your questions and major summary points.

Use the materials in MyDevelopmentalLab to review concepts you are unsure of or to explore topics that you find interesting.

You are not expected to fully understand the statistics and analyses reported in some of the articles, but try to read for the gist of what was found.

Make sure that you at least skim the assigned textbook chapters and articles before each lecture.

Class Attendance:

IF YOU CANNOT ATTEND CLASS REGULARLY, DO NOT TAKE THIS COURSE! The exams willstress the material that I present in class, and some material is not in the books.

Many classes will incorporate visual and video material that will illustrate important phenomena and research findings vividly. In general, these materials will not be on-line.

I like to think of class attendance as the “easy” way to learn material; it is often easier to understand new information when someone explains it to you (and you can ask questions) than when you only read about it on your own. So help yourself to learn more easily by attending class regularly.

I recommend you look over the posted slides beforelecture and bring a copy of them to class to take notes on. Three caveats about the slides:

1. The lecture slides are only outlines of the material to be presented and are meant to aid you in taking notes during class, and to remind you of what was covered in class. They are NOT substitutes for attending class.
2. Because I post the slides BEFORE the lectures, they are subject to change. I recommend that you check thesakai site periodically to make sure you have the most up-to-date version.
3. Despite my best efforts, sometimes the slides will contain typos; please be forgiving.

Preparing for Exams:

- Review your chapter questions and notes, review the PowerPoint slides, review your lecture notes.
- Take the chapter quizzes on MyDevelopmentalLab.
- Use the media presentations and reviews on MyDevelopmentalLab to go over any material you are unsure of.
- Go over the review questions posted on Sakai and make sure that you can answer them in your own words. If not, go back and review the relevant material.

10 tips for doing well in this class:

1. Come to every class and take good notes. If you do miss a class, get the notes from a classmate. I stress different topics in my lectures than those stressed in the readings. The material I stress in lecture tends to appear on exams.
2. Spend 10 minutes immediately after each lecture going over your lecture notes, reconstructing the lecture andmaking sure you understand the "key concepts" for the day.
3. Spend the 10 minutes before each lecture going over the lecture notes and "key concepts" from the previousclass.
4. Make sure you at least skim the assigned readings before each class; even better, read the material completely.
5. If you don't understand something said in the lectures or in the readings, let me know. Ask a question in classor come to my office hours. Chances are if you are confused, others are too.
6. Use the posted slides, your lecture notes and the posted review questions to review for exams.
7. Form study groups and quiz each other on key concepts.
8. Keep track of the MVC assignments and complete them before each due date. The thinking you put into answering these questions will help you understand the material better, which will help you on exams.
9. Do not try to cram. The material in this course builds on itself, just like in a math or physics course. If you don't learn the material in the beginning of the course, you are going to be lost.
10. Do the extra credit assignments. You can always use extra points and the articles reinforce material covered in lecture and text.

VI. Important Course Information

Behavior in the classroom:

- Students are expected to behave in a manner that is conducive to learning in a lecture environment. Out of respect for those who are seriously participating in the course, I will ask students who engage in disruptive behaviors to leave my classroom.
- I really only want you in class if you are going to be paying attention, so please turn off your cell phone, and if you urgently need to have a conversation, or if you want to read the newspaper or do crosswords rather than be in class, you are free to do so, but go elsewhere.
- That means no texting, no chatting, and noInternet surfing or any other non course-related activity. To engage in these activities is disrespectful of the instructor and disruptive to other students. You can certainly refrain for a class period.
- If you find your attention drifting, think of a question you may have about the topic and ask it. Although every effort is made to make the lectures informative and engaging, you have a responsibility to make an effort to engage. Learning is not a passive activity!

Academic Integrity:

You are expected to be honest with yourself and fair to your fellow students. I will enforce the University's regulations on academic integrity, and I ask your individual assistance in reporting any suspected violations to me or to the Office of Student Conduct. The University's regulations are appropriately strict, so please read the regulations and potential consequences: Rutgers policy on academic integrity

Be especially careful to avoid inadvertent PLAGIARISM when responding to the MVC questions and completing the extra credit article review assignments:

1. If you copy something that is in print ANYWHERE (books, journals, popular magazines, on-line blogs,MyVirtualChild, lists etc.), you are plagiarizing.
2. Taking someone else's words and substituting a word here or there is still plagiarism.
3. Paraphrasing someone else's words but "borrowing"their line of argument and reasoning is plagiarism.
4. Plagiarism is stealing. Better to hand in something that is yours but not polished, than to hand in somethingthat is perfect but stolen.
5. For more guidelines on plagiarism, see http://wire.rutgers.edu/research_plagiarism.html

VII. Final Grades

A total of 234 points can be earned in the class as follows:

Exam 1	60 points
Exam 2	60 points
Exam 3	60 points
MyVirtualChild questions	24 points
Total	204 points

Any extra credit point earned by completing the article review assignments (see above) will be added to the final point total

Final grades will be calculated based on points earned as follows:

A	90% or higher
B+	85% - 89%
B	80%- 84%
C+	75% - 79%
C	70% - 74%
D	60% - 69%
F	below 60%

If you need a certain average to stay in school, to keep financial aid, to get into graduate or professional school, or just to keep your parents off your back, attend ALL CLASSES, study actively, review frequently…. starting at the BEGINNING of the semester. Elaborative encoding, elaborative rehearsal, and distributed review of course material will lead to greatly improved retention of the material…. and decent grades.

VIII. 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. Identify yourself early in the term. If you wait until just before an exam, it is too late.

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, I will refer you.

IX. Contacting the Professor

- You do not need an appointment to attend office hours. If I am not available for office hours, I will announce the change in class.
- Questions relating to the course should be asked in class – most students are interested and the answers are best shared.
- Do not email me about questions regarding class schedule, policies, and other information that is available on the syllabus or on sakai – it is a good idea to check before sending any email.
- If you have a personal issue, email is useful, but allow up to 3 days for an answer. I cannot answer students' email every day. If I don't get back to you in that time, email again; I do my best to keep up with email, but sometimes messages get overlooked when a lot come in at once. Please don't think that I am ignoring you.
- Any emails sent within 12 hours of the class may not get read before class period; keep it in mind.
- If it's a minor issue, ask me <u>after</u> class. I am often busy setting up before class, so that is not a good time to ask questions.
- Please remember to <u>sign</u> your emails (first and last name) and include an appropriate subject. Messages with no subject or with ambiguous subjects (e.g., "Hi!") will automatically be deleted. I don't know, nor will I expend any effort to find out, who strawberry@dotmail is.
- You also need to indicate in EVERY email WHICH CLASS and you are in, as I have 250+ students in several different classes. If you forget to indicate your name, or your class I am unlikely to reply.
- Remember, the TA will have the physical exams, so if you wish to see your exam, then you must visit the TA during her office hours.

Course Schedule of Lectures and Assignments

Note: Schedule subject to change. Check sakai site for announcements and schedule changes

Date	Day	Lecture Topic	Text Chaps.	Articles	MVC	MVC quiz - sakai	Article Review (extra credit)	Points
19-Jan	Th	Introduction to Class						
23-Jan	M	Theories& Methods	1					
26-Jan	Th	Genetic Bases	2	Belsky et al.	Regis-ter			
30-Jan	M	Prenatal	3.1, 3.2	Schetter				
2-Feb	Th	Birth and Newborn	3.3					
6-Feb	M	Growth & Nutrition	4.1, 4.2					
9-Feb	Th	Brain Development	4.3		8 mo	1		4
13-Feb	M	Perceptual Development	5.1, 5.2	Kelly et al.				
16-Feb	Th	Motor Development	5.3	Adolf				
20-Feb	**M**	**Exam 1**	**1-5**					60
23-Feb	Th	Emotions & Temperament	10					
27-Feb	M	Attachment	10	Leerkes et al.				
1-Mar	Th	Piaget	6.1	Hopkins	19 mo	2		
5-Mar	M	Vygotsky &Information Processing	6.2, 7.2, 7.3				1	8*
8-Mar	Th	Theory of Mind	6.3	Buttelman et al.				
19-Mar	M	Memory	7.1	Atance				
22-Mar	Th	Language	9.1, 9.2		4 yr	3		4
26-Mar	M	Language 2	9.3					
29-Mar	Th	Genie	9.3				2	8*
2-Apr	**M**	**Exam 2**	**10, 6, 7, 9**					60
5-Apr	Th	Self	11		7 yr	4		4
9-Apr	M	Moral Development	12.1, 12.2	Killen				
12-Apr	Th	Prosocial Development & Aggression	12.3, 12.4					
16-Apr	M	Gender	13	Maccoby				
19-Apr	Th	Family Influences	14		11 yr	5		4
23-Apr	M	Media	15	Anderson et al.				
26-Apr	Th	Peers	15	Coie & Cillessen Harris			3	8*
30-Apr	M	Concluding Thoughts						
3-May 8-11am	**Th**	**Exam 3, Section 03**	**11-15**		18 yr	6		60
8-May 8-11pm	**Tu**	**Exam 3, Section 02**	**11-15**					50
	Total Points							174

* Although there are 3 opportunities to submit an extra credit assignment, **you may only submit 2 extra credit reviews**for a maximum of 16 additional points.