

Infant and Child Development

Psych 01:830:331:02, Spring 2024
Mondays and Thursdays 8:30-9:50 EN B120 Busch



Professor: Dr. Michelle Hurst (sher/her)

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Student Drop-In Hours:

Wed 9-10:30, in person & zoom

Teaching Assistant: Julia Hauss (she/her)

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Office: Psych 135

Student Drop-In Hours:

Tues 12-1, in person & zoom

Description: Review of psychological theory and research on perceptual, cognitive, social, and personal growth during infancy and childhood.

Prerequisites: 01:830:101

Goals: By the end of this course, students will be able to:

1. describe developmental changes from infancy to childhood in physical, cognitive, emotional, and social domains,
2. understand the major themes and perspectives in infant and child developmental research,
3. think about principles of developmental research in their everyday lives,
4. critically evaluate and discuss research.

Course Assessments

Your grade will be determined by participation & attendance, small intermittent assessments, an applied project, and traditional exams.

% of Grade	Item
15%	End-of-Class Question or Prompt
20%	Weekly Quizzes
6%	Critical Research Prompts
15%	Science Communication Group Project
44%	Exams (Midterm & Final)

Course Materials

- **Canvas** will be our primary course tool for accessing slides and readings, for submitting quizzes, the group project, and discussion prompts, and for announcements.
- **The Textbook** is Child Development: Context, Culture, and Cascades (Tamis-Lemonda). It is available as an eBook and included in your tuition bill for this course through the First Day program. Or you can opt out of this and source the book separately, but must do it by the deadline (01/30/2024)
- **Additional Readings** will be made fully available on canvas when necessary
- **This syllabus** includes many details on subsequent pages.

Table of Contents

This syllabus includes a lot of important information about the course. Please read it all the way through. It is also posted on Canvas, for you to revisit as needed.

Changes to the syllabus components (e.g., schedule, assessments, readings) will also be posted on canvas.

As part of your quiz grade, you must complete a quiz on the Syllabus.

[One-Page Course Preview](#) (including logistics)

[Full Course Schedule](#)

[Course Assessments](#)

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Full Course Schedule (this is subject to change and any changes will be updated on Canvas)

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Wk		Date	Topic	Read	Due
1	Foundations	Thu Jan 18	Course Introduction	Syllabus Chp 1	Syllabus quiz (Fri)
2		Mon Jan 22	Theories & Methods	Chp 1	Chp 1 quiz (Fri)
		Thu Jan 25	Theories & Methods	Chp 1	
3		Mon Jan 29	Biology and the Brain	Chp 2 TBD Article	Discussion Prompt (TBD) Chp 2 quiz (Fri)
		Thu Feb 01	Biology and the Brain	Chp 2	
4		Mon Feb 05	Prenatal & Newborn	Chp 3	Chp 3 quiz (Fri)
		Thu Feb 08	Prenatal & Newborn	Chp 3	
5	Infancy & Toddlerhood	Mon Feb 12	Perceptual & Motor Development	Chp 4	Chp 4 quiz (Fri)
		Thu Feb 15	Perceptual & Motor Development	Chp 4	
6		Mon Feb 19	Cognitive Development	Chp 5	Kibbe Discussion Prompt (Thurs) Chp 5 quiz (Fri)
		Thu Feb 22	Cognitive Development	Kibbe Article Chp 5	
7		Mon Feb 26	Language Development + Kibbe	Chp 6	Chp 6 quiz (Fri)
		Thu Feb 29	Language Development	Chp 6	
8		Mon Mar 04	Midterm (Chp 1-6)	Chp 1-6	MIDTERM (Mon)
	Thu Mar 07	Emotional and Social Development	Chp 7		
SPRING BREAK – NO CLASS					
9	Mon Mar 18	Emotional and Social Development	Chp 7	Chp 7 quiz (Fri)	
	Thu Mar 21	Science Communication Guest Lecture			
10	Early Childhood	Mon Mar 25	Physical Development and Health	Chp 8	Chp 8 quiz (Fri)
		Thu Mar 28	Cognitive and Language Development	Chp 9	
11		Mon Apr 01	Cognitive and Language Development	Chp 9	Chp 9 quiz (Fri)
		Thu Apr 04	Cognitive and Language Development	Chp 9	
12		Mon Apr 08	Emotional and Social Development	Chp 10 Poyraz Article	Poyraz Discussion Prompt (Tues) Chp 10 quiz (Fri)
		Thu Apr 11	Emotional and Social Development + Poyraz	Chp 10	
13		Mon Apr 15	Carry over/buffer/TBD (Chp 9 & 10)		Group Project (Tues) Chp 11 quiz (Fri)
	Thu Apr 18	Physical Development and Health	Chp 11		
14	Middle Childhood	Mon Apr 22	Cognitive Development	Chp 12	Chp 12 quiz (Fri)
		Thu Apr 25	Cognitive, Emotional, and Social Development	Chp 12 Chp 13	
15		Mon Apr 29	Emotional and Social Development	Chp 13	Chp 13 quiz (Mon)

Course Assessments

End of Class Question or Prompt (EoC, 15%)

At the end of each class (that you **attend**), submit a response to the prompt (instructions provided in class & on canvas).

Grading: Each submission is worth 1pt, for a max of 15pts. There will be about 25 opportunities, meaning you only need to submit 60% of the prompts. However, for full engagement and participation in the course I highly encourage you attend as many classes as you can and submit all prompts. These are graded based on completion, so if you respond appropriately to the prompt, you will get full credit.

Modifications: Missing 10 lectures should provide enough buffer for the typical student to miss class due to illness or other unforeseen events without it hurting your grade. However, if you foresee needing to miss more than 10 lectures (e.g., chronic health issues) or something else comes up, email the professor to discuss a modified plan.

Rationale: Encourage class attendance, participation, and reflection.

Due: at the end of each class

Weekly Quizzes (10% + 10% = 20%)

Each textbook chapter (and paired lectures) will have a multiple-choice quiz on Canvas. There are TWO quizzes for each chapter on Canvas, with the SAME QUESTIONS - you must complete both. The quizzes labeled "FIRST ATTEMPT" must be taken first, are timed, and you can only complete it once. The quizzes labeled "BEST ATTEMPT" are untimed and can be taken as many times as you'd like.

Grading: The top 12 first attempt quizzes (out of 14) will be worth 10% of your overall grade. The top 12 best attempts on the quizzes (out of 14) will be worth 10% of your overall grade.

Rationale: Grading the first attempt is to encourage keeping up with the readings and class material and providing a mini-test of current knowledge. Grading the best attempt is to encourage returning to the quiz to reinforce the content and/or to correct mistakes.

Due: as noted in the course schedule and on canvas, but typically on Friday at 5pm.

Critical Research Prompts (6%)

Three lectures will include a Zoom Interview with an active researcher in infant and/or child development. To prepare for these classes, you must read the assigned journal article (posted on canvas) written by the guest researcher and respond to the prompt about the article in the appropriate Discussion Board (on canvas).

Grading: Each will be worth 2pts, for a total of 6% of your overall grade. These will be graded on a scale of incomplete (0), complete (1), good (1.5), and excellent (2).

Rationale: To practice engaging with real and current research in infant and child development, while also preparing for the guest-interview lectures.

Due: as noted in the course schedule, but typically by 5pm two-three days before the relevant lecture.

Course Assessments, Continued

Group Science Communication Project (15%)

In groups of 1-3, create something (e.g., podcast, newsletter, video, policy brief) that communicates at least one research finding or developmental principle discussed in class to a relevant audience (e.g., parents, government officials, general public). Submissions must also include a brief write up describing the project and responses to the group work distribution form.

Grading: A full rubric will be provided on canvas. Grades will be based on accuracy, understandability, informativeness, and creativity.

Modifications: Students can work independently, rather than in groups, if preferred.

Rationale: Practice thinking about and communicating the ideas from class to general audiences who you might encounter or interact with in your everyday lives.

Due: Tuesday April 16th 2024 at 5pm

Exams (20% + 24% = 44%)

Exams will be closed book/notes and in person. They will include a mix of multiple choice and short/long-answer responses. The Midterm will test only material covered so far. The final exam will be cumulative, but with an emphasis on the material not covered by the midterm.

Grading: The midterm will be worth 20% of your overall grade and the final will be worth 24% of your overall grade.

Rationale: To encourage studying deeply and as an assessment of knowledge and ability to think about the course material.

Due: Monday March 4th during class (Midterm), Thursday May 2nd 8am – 11am (Final)

Overall Grading Scale

Final grades will not be modified except in the case of genuine and substantial errors. If you are concerned about having difficulty with the course, speak with the professor and/or the TA as early as possible.

% of Grade	Item
15%	End-of-Class Question or Prompts
20%	Weekly Quizzes
6%	Critical Research Prompts
15%	Group Science Communication Project
44%	Exams

% Grade	Letter Grade
> 90.0	A
85.0 - 89.999	B+
80.0 – 84.999	B
75.0 – 79.999	C+
70.0 – 74.999	C
60.0 – 69.999	D
< 60.0	F

Course Materials

Canvas

Our primary course tool will be Canvas. This is where you can find class announcements, slides (posted after class), quizzes, discussion boards, and submit your project.

Canvas will be organized by Modules, with each module corresponding to a chapter from the textbook.

Textbook

Child Development (ISBN: 9780190216979)

By: Catherine S. Tamis-LeMonda

The eBook is available through the First Day Program, where it is charged to you with tuition. **If you would like to opt out of the First Day Program, you must do so by 1/30/2024.**

Topics covered in the assigned textbook chapters are considered course content and may be included in the exams, quizzes, or other course assessments even if they are not covered or are covered in less depth in class lectures.

Additional Readings

We will have three scientists join for “Scientist Q&A” sessions (held during class time). For each session, you must read the assigned article (written or co-written by the scientist) and respond to the corresponding Critical Research Prompt on Canvas. The readings will be posted on Canvas at least one week before the discussion prompt is due.

- Scientist TBD (Due: TBD, Q&A Session: TBD)
- Melissa Kibbe (Due: 2/22, Q&A Session: 2/26)
- Elif Poyraz (Due: 4/7, Q&A Session: 4/11)

Technology

You will need a device (cell phone, computer, tablet) with an internet connection **during class** to submit the End of Class Question/Prompt. If you forget your device, we will have some paper-and-pencil options. If you do not have access to a device to bring to class, contact the professor. A computer and internet connection will be required to access the eBook and submit assessments, including timed quizzes and projects.

If you do not have the appropriate technology for financial reasons, please email the Dean of Students at deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid: <https://financialaid.rutgers.edu/>.

Course Policies

Attendance and Participation

This is an in-person course and attendance is generally expected, except in the case of illness. Attendance and participation during class will contribute to your grade through the “End of Class Question or Prompt” (15%). There is built in flexibility here so that you can miss several regular classes and not have it hurt your grade.

This should provide enough buffer for the typical student to miss class due to illness or other unforeseen events. However, if you foresee needing to miss more regular classes (e.g., chronic health issues) or something else comes up (e.g., you have used all your free days already, and then get COVID) please email the professor as soon as possible to discuss a modified plan. I would much rather work with you on an alternative way to have you contribute and catch up than have you come to class sick.

Please report absences using the University self-reporting absence system:

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

You can read more about the Rutgers policy on absences here:

<https://sasundergrad.rutgers.edu/degree-requirements/policies/attendance-and-cancellation-of-classes>

Disability Accommodations

To receive consideration for reasonable accommodations, a student with a disability must contact Office of Disability Services, participate in an intake interview, and provide documentation. Students in need of disability accommodations can register for accommodations and consult the policies and procedures of the Office of Disability Services website: <https://ods.rutgers.edu>

Civility and Classroom Communication

Although the class is large, we will incorporate many active learning components both in person and online that will involve interacting with one another. The instructor, TA, and each student is responsible for promoting respectful communication and creating a supportive classroom community that celebrates diversity. We can disagree on class-relevant topics (e.g., should high quality PreK be freely available to all?) *and* engage in respectful conversation about those disagreements.

Academic Integrity Policy

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy (<http://nbacademicintegrity.rutgers.edu/>) and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to): Cheating, Plagiarism, Aiding others in committing a violation or allowing others to use your work, Failure to cite sources correctly, Fabrication, Using another person’s ideas or words without attribution, including re-using a previous assignment, Unauthorized collaboration, Sabotaging another student’s work. **Use of ChatGPT, and similar, for assessments in this course will be considered cheating.**

Student Support

There are many ways to get support on campus for a variety of common and uncommon situations you might face. If you are struggling – either in this class or more generally – please make use of these resources. If you're not sure where to start, talk to me or another faculty or staff member you trust. We are here to help and want you to succeed.

- Student Success Essentials: <https://success.rutgers.edu>
- Student Support Services: <https://www.rutgers.edu/academics/student-support>
- The Learning Centers: <https://rlc.rutgers.edu/>
- Rutgers Libraries: <https://www.libraries.rutgers.edu/>
- Bias Incident Reporting: <https://studentaffairs.rutgers.edu/bias-incident-reporting>
- Dean of Students – Student Support Office:
• <https://success.rutgers.edu/resource/dean-students-student-support-office>
- Office of Veteran and Military Programs and Services:
<https://veterans.rutgers.edu>
- Student Health Services: <http://health.rutgers.edu/>
- Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS): <http://health.rutgers.edu/medical-counseling-services/counseling/>
- UWill: free immediate access to teletherapy; you can choose a therapist based on your preferences including issue, gender, language, ethnicity.
<http://health.rutgers.edu/uwill/>
- Office for Violence Prevention and Victim Assistance:
www.vpva.rutgers.edu/
- Office of Disability Services: <https://ods.rutgers.edu/>
- Basic Needs Assistance (food, housing, and other essentials): <https://ruoffcampus.rutgers.edu/basic-needs>
- Rutgers Student Food Pantry: <https://ruoffcampus.rutgers.edu/food-pantry>