

Rutgers University, Department of Psychology
Infancy

PROFESSOR

	Office Hours	Office	Phone	Email/Web
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TEXT (REQUIRED)

Slater, A. & Lewis, M. (2007). *Development in Infancy, 2nd Ed.*, New York: Oxford.
Available at NJ Books on University Ave.

The text supplements rather than duplicates the lectures; material in lectures is not delivered in the same order as in the text chapters. The chapter numbers on your syllabus link the lecture material to the textbook.

BLACKBOARD

The syllabus is available on blackboard. It is subject to change, and I may post revised versions periodically. Course announcements and grades will be posted on blackboard. Lecture notes will be posted AFTER the lectures.

ATTENDANCE AT LECTURES

You are responsible for all material and announcements given in class. You will not be able to do well on the exams without attending the lectures since the exams are based on lecture material that is not in the textbook. While the textbook will supplement the lecture material, it will not duplicate the lectures, and exams will be based on **both** the material in the lectures and in the textbook. If you miss a class, you are responsible for getting notes and announcements from another student. I am happy to go over material and clarify specific questions, but I will not repeat a lecture for you.

Please note that if you miss class on the four dates in which there will be an in-class discussion assignment, you will receive a 0 on the assignment. Please make sure to attend class on these dates.

COMMUNICATION

You are responsible for making sure that the email address on Blackboard and in the Rutgers online directory is a current address where I can actually reach you. You are also responsible for checking Blackboard regularly for announcements and information.

COURSE OBJECTIVES

- You will learn how infants behave at various points in development and how their behavior changes from birth to childhood. Infants are fascinating, both for their amazing competencies and their equally amazing lack of abilities.
- You will learn some of the ways that psychologists conceptualize infant development and understand the strength and scope of several major theories. You will see that no single theory provides the whole story and competing theories provide different explanations for the same phenomena.
- You will become versed in developmental methods and be able to think about infants' behavior using the tools of the trade. Many research methods and terms overlap with other areas of psychology but some techniques were devised specifically to address developmental issues or to obtain data from noncompliant, nonverbal subjects.
- Perhaps most important, you will be able to relate the facts, theories, and methods used to study infant development to everyday problems and real world concerns. This course should

give you a scientific basis for understanding your own infancy, caring for your own infants, and considering social policy and norms.

REQUIREMENTS & EVALUATION

Your grades will be based on the total score on 3 exams and 3 discussion assignments.

Exams

90% of your final grade is based on your best three grades of four exams. Each exam (including the cumulative final) is weighted equally. I will give three exams during the semester and one final exam. Your lowest exam score will be dropped. This means that you can skip the final exam, or you may skip/drop one of the first three exams and take the final.

The exams require you to apply what you learned in lectures to new material. Research methods and major concepts are cumulative and will be tested on each exam. For the first three exams, research findings and theories that are specific to certain topics are not cumulative. The final exam is cumulative and will include material from throughout the semester. The text will help you to study for the exams, but the material is taken both from the text and from the lectures.

Discussion Assignments

10 % of your final grade is based on your best three of four in-class discussion assignments. Each group will complete a written assignment (2 typed, double-spaced pages) that summarizes the conclusions of your group's discussion. The entire group will earn a grade based on this written summary. Assignments will be graded on a 10-point scale and evaluated on the basis of:

1. Quality, clarity, and originality of arguments
2. Clarity and conciseness of writing
3. Integration of material covered in lecture and/or in the textbook into the argument

In-class discussion dates are indicated on the syllabus, and students are expected to attend class on these dates in order to receive credit. Your lowest discussion assignment score will also be dropped. **Students who miss the in-class discussion assignments will receive a 0.**

No Make-Up Exams/No Make-Up Discussion Assignments

There are absolutely no make-ups. Because you have the opportunity to drop one exam and one in-class assignment, you will not have the opportunity to make up missed exams or take exams early. If you miss two of the four exams, a 0 will be entered into the calculation of your exam grade. If you miss three of the four exams, two 0s will be entered into the calculation of your final grade. The same is true for in-class discussion assignments.

The final exam will be administered at the scheduled final exam date and time. It is not negotiable. Please plan your fall break accordingly.

No Cheating

Students who cheat will receive a 0, and I will alert your department chair and dean. Students are expected to do their own work at all times. This course adheres strictly to the University policy on academic integrity.

Mini-Quizzes

In addition to the scheduled exams, there will be a number of unscheduled mini-quizzes in class throughout the semester, in all likelihood including one per week. These will be very short and will take a variety of forms: You might watch a film and be asked questions about what you observed, or you might be asked to write something about an assigned reading, about lecture material from a previous class, or what you think about an upcoming topic.

These quizzes will not be graded—they will be collected and kept on file. At the end of the semester, if you have turned in two-thirds or more of the quizzes and they are of acceptable quality, I will add **3 points** to the total number of points you have accumulated on the 3 exams and 3 discussion assignments. Thus, if you are close to the borderline of a particular grade, these bonus points will raise your final grade. This system gives rewards you for regular class attendance.

Because of the mini-quizzes, there will be **no extra credit assignments**. Handing in mini-quizzes is the only way to add points to your grade at the end of the semester.

Calculating Your Final Grade

All exam questions are multiple choice. Bring a #2 pencil and eraser for the scantron bubble sheets.

The grading scale is 89.5-100%=A, 86.5-89.4%=B+, 79.5-86.4%=B, 76.5-79.4%=C+, 69.5-76.4%=C, 66.5-69.4%=D+, 59.5-66.4%=D, 0-59.4%=F. I do not grade on a curve.

The total number of points for the semester will be 330—100 points for each of your 3 best exams, and 10 points for each of your 3 best in-class discussion assignments.

A	296 – 330
B+	286 – 295
B	263 – 285
C+	253 – 262
C	230 – 252
D+	223 – 229
D	197 – 222
F	<197

Again, if you have turned in two-thirds or more of your mini-quizzes, 3 points will be added to your total score out of 330 total possible points.

COURSE OVERVIEW

Part 1: Theory and Methods

Part 2: Foundations of Development

Part 3: Cognitive Development

Part 4: Social Development

LECTURE TOPICS & READINGS

(1) Thursday, 9/01	INTRODUCTION <i>OVERVIEW OF SYLLABUS AND CLASS POLICIES</i>
(2) Tuesday 9/06	PART 1 – THEORY AND METHODS <i>BASIC METHODS IN INFANT RESEARCH [Chapter 2]</i>
(3) Thursday 9/08	No class – Monday Schedule
(4) Tuesday 9/13	PART 2 – FOUNDATIONS OF DEVELOPMENT <i>FETAL DEVELOPMENT, BRAIN, BIRTH, & PREMATUREITY [Chapter 3]</i>
(5) Thursday 9/15	PART 2 – FOUNDATIONS OF DEVELOPMENT <i>TERATOGENS AND BRAIN DEVELOPMENT [Chapter 3]</i>
(6) Tuesday 9/20	PART 2 – FOUNDATIONS OF DEVELOPMENT <i>FETAL & NEONATAL RESPONSIVITY & LEARNING [Chapter 3]</i>
(7) Thursday 9/22	PART 2 – FOUNDATIONS OF DEVELOPMENT <i>THE NEWBORN [No Reading]</i> IN CLASS WRITING ASSIGNMENT 1

(8) Tuesday 9/27	PART 2 – FOUNDATIONS OF DEVELOPMENT <i>INFANT LEARNING [Chapter 6]</i>
(9) Thursday 9/29	PART 3 – COGNITIVE DEVELOPMENT <i>SENSORY AND PERCEPTUAL DEVELOPMENT [Chapter 5]</i>
(10) Tuesday 10/04	EXAM 1 – Classes 1-9
(11) Thursday 10/06	PART 3 – COGNITIVE DEVELOPMENT <i>INFANT MOTOR DEVELOPMENT [Chapters 4 and 5]</i>
(12) Tuesday 10/11	PART 3 – COGNITIVE DEVELOPMENT <i>MEMORY [Chapter 9]</i>
(13) Thursday 10/13	PART 3 – COGNITIVE DEVELOPMENT <i>SENSORIMOTOR INTELLIGENCE [Chapter 6]</i>
(14) Tuesday 10/18	PART 3 – COGNITIVE DEVELOPMENT <i>PRE-OPERATIONS: APPEARANCE/REALITY & THE BIRTH OF SYMBOLS [Chapter 8]</i>
(15) Thursday 10/20	PART 3 – COGNITIVE DEVELOPMENT <i>CONCEPTUAL DEVELOPMENT “THEORY” THEORY [Chapter 6]</i>
(16) Tuesday 10/25	PART 3 – COGNITIVE DEVELOPMENT <i>THEORY OF MIND & SOCIAL COGNITION [Chapter 6 and 15]</i>
(17) Thursday 10/27	PART 3 – COGNITIVE DEVELOPMENT <i>INFANT CATEGORIZATION [Chapter 7]</i> IN CLASS WRITING ASSIGNMENT 2
(18) Tuesday 11/01	EXAM 2 – Classes 11-17
(19) Thursday 11/03	PART 4 – SOCIAL DEVELOPMENT <i>PRELINGUISTIC SOCIAL INTERACTIONS & SPEECH PERCEPTION [Chapter 10 and 15]</i>
(20) Tuesday 11/08	PART 4 – SOCIAL DEVELOPMENT <i>LANGUAGE ACQUISITION [Chapter 10 and 15]</i>
(21) Thursday 11/10	PART 4 – SOCIAL DEVELOPMENT <i>FACE PERCEPTION [Chapter 11]</i>
(22) Tuesday 11/15	PART 4 – SOCIAL DEVELOPMENT <i>EMOTIONAL DEVELOPMENT [Chapter 12]</i>
(23) Thursday 11/17	PART 4 – SOCIAL DEVELOPMENT <i>TEMPERAMENT [Chapter 13]</i>
(24) Tuesday 11/22	PART 4 – SOCIAL DEVELOPMENT <i>ATTACHMENT [Chapter 13]</i>
(25) Thursday 11/24	THANKSGIVING NO CLASS
(26) Tuesday 11/29	BABY DAY! IN CLASS WRITING ASSIGNMENT 3
(27) Thursday 12/01	PART 4 – SOCIAL DEVELOPMENT <i>GENDER DEVELOPMENT [No Reading]</i>
(28) Tuesday 12/06	PART 4 – SOCIAL DEVELOPMENT <i>CULTURE AND CONTEXT [Chapters 16-18]</i> IN CLASS WRITING ASSIGNMENT 4
(29) Thursday 12/08	PART 4 – SOCIAL DEVELOPMENT <i>HEALTH, NUTRITION, ATYPICAL DEVELOPMENT [Chapters 16-18]</i>
(30) Tuesday 12/13	EXAM 3 (classes 19-29)