

Fall 2012

Introduction to Child Psychology: Infancy through Adolescence (15:295:512:01)

Class Meets: Wednesday, 4:50-7:30

Murray 113

Instructor: Hebbah El-Moslimany

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Office Hours: Wednesday 3:30-4:30, and other times by arrangement, Room 348 in the GSE

Website: www.sakai.rutgers.edu

Required Textbook: Lightfoot, C., Cole, M. & Cole, S. (2013). *The development of children, 7th ed.*, New York: Worth Publishers (LCC)

This is available at the Rutgers University Bookstore, New Brunswick.

*Additional readings will be found on Sakai

Course Description:

This is an introductory course in child development. We will explore the development of the child from birth through adolescence through an examination of topics in children's physical, social, emotional and cognitive functioning. This is a survey course but special consideration will be given to issues relevant to education and counseling within school settings. These include; the distinction between learning and development, the long term effects of early experience, and the role of context and culture in development. The approach taken here will be interdisciplinary, drawing upon psychology, sociology, anthropology and the biological sciences. Readings will include secondary source materials (e.g., the textbook), primary source materials (some research articles from refereed journals) and occasionally some popular press items.

Course Requirements and Grading:

Students will be required to complete a number of assignments over the duration of the course. You may earn a total of 100 points based on your performance on the criteria listed below.

Drawing upon the expectations described above, the course grade will be based upon the following:

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| 1. Attendance, group work, and discussions | 10 |
| 2. Response Papers (10 @ 3 pts. each) | 30 |
| 3. Collaborative problem solving activities (3 @ 10 pts. each) | 30 |
| 4. Final Project: Environmental Analysis | 30 |

What is expected of you?

- 1. Attendance, group work, and discussions.** To receive full credit you are expected to attend each class, to arrive on time and stay for the whole class, to have completed the assigned reading, and to participate in group work and class activities.
- 2. Read assignments from the textbook as well as supplemental articles.** You should complete reading assignment by the date specified for the topic. [For example, the topic for September 12 is, “foundations of development.” The assigned reading is Chapters 1, 2 and 3 from the textbook by Lightfoot, Cole and Cole (LCC). Complete all the reading assigned for this topic by September 12].
- 3. Response Papers.** After completing the reading, write a response paper. The entry should be around 200 words and it can include a summary of key points and/or a short reaction. The response paper is an opportunity for you to reflect upon the reading. You are expected to complete 10 journal entries. Since there are 12 weeks of reading assignments, you can miss 2. Response papers are due Wednesday morning by 9 am. Please submit the response paper to Sakai as an attachment under assignments.
- 4. Collaborative problems and related discussion.** Students will be assigned to small groups. The instructor will provide problems to the groups. Drawing upon the reading and prior discussion, each group will be asked to discuss the problem and to generate a written response. (Further details about the collaborative problem work will be presented later.) There will be three collaborative problems. Everyone is expected to make constructive contributions on each problem, regardless of assigned role.
- 5. Individual analysis of an environment.** Readings and class discussion will cover a range of topics in child development spanning early infancy through adolescence. You will be asked to identify a specific environment in your world (e.g., a real place) and discuss the degree to which it supports or enhances human development. This will include a description of the specific place or setting. You will be required to observe and describe the setting or environment and to apply your knowledge of child development to your discussion. Further details about this will be provided. This is an individual project. It can include both graphic and text material.

Policies:

Attendance

Attendance of all classes is required in accordance with the university attendance policy. An attendance sheet will be passed around each class, please make sure you sign the attendance sheet.

Excused absences are those due to religious holidays (as outlined in the University Calendar; please inform me in advance if such an absence is to take place), illness (must be properly documented. A note from Hurtado Health Center or from your private physician stating that you had visited the doctor’s office, or absence due to university related business (e.g., sport team) will be excused.

Cell phone use

Please refrain from using cell phones to make or receive calls and/or text messages.

If you absolutely must have a cell phone on, please have it in **silent mode** at all times during the class. If you have an emergency call coming in during the class, make sure to take it outside the classroom.

Laptop use

If you are using a laptop in class, I expect that you will use it for the purposes of class only. Please do not use it to check email, go on Facebook, or looking at websites that do not pertain to class.

Academic Integrity

Please make sure you know the University policy on academic integrity (www.rcstudentservice.rutgers.edu/academic_integrity.html). As college students, I expect you to have high academic and integrity standards. Thus, I expect all your assignments to be your original work (or original group product, where required). If at any point during the semester, you need help, please see me or other appropriate services at Rutgers.

Accommodations for People with Disabilities

Any member of the class with a disability can be provided with appropriate accommodations. You should consult the Office of Disability Services at Rutgers, The State University of New Jersey. I will work with you in order to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Services are available only to students who submit appropriate documentation.

Tentative Course Outline and Important Dates:

	Date	Topic	Readings
Week 1	September 5	Introduction	
Week 2	September 12	Foundations of Development -The study of human development - Biocultural Foundations -Prenatal Development and Birth	Ch. 1, 2, 3 (LCC)
Week 3	September 19	Early Infancy: -The first three months -Physical and Cognitive Development in Infancy	Ch. 4 & 5 (LCC) Morelli, Rogoff, Oppenheim & Goldsmith (1992) Pinker (2004)

Week 4	September 26	Infancy cont.: -Social and Emotional -Development in Infancy	Ch. 6 (LCC) Berger, S. E., Adolph, K.E. & Kavookjian, A. (2010). Problem 1 assigned
Week 5	October 3	Early Childhood: -Language Acquisition	Ch. 7 (LCC) Wagner, L., Greene-Havas, M. & Gillespie, R. (2010) Problem 1 due
Week 6	October 10	Early Childhood cont.: -Physical and Cognitive Development in Early Childhood	Ch. 8 (LCC) Trionfi, G. & Reese, E. (2009) Diamond, A., Barnett, W.S., Thomas, J. & Munro, S. (2007)
Week 7	October 17	Early Childhood cont.: -Social and Emotional Development in Early Childhood -Contexts of Development	Ch. 9 & 10 (LCC) McClelland, M. & Morrison, F. (2003)
Week 8	October 24	Middle Childhood: -Physical and Cognitive Development in Middle Childhood	Ch. 11 (LCC) Gauvain, M. & Perez, S. (2005) Problem 2 assigned
Week 9	October 31	Middle Childhood cont.: -School as a Context for Development	Ch. 12 (LCC) Fawcett, L.M. & Garton, A. F. (2005) Maynard, A.E. (2002) Problem 2 due
Week 10	November 7	Middle Childhood cont.: - Social and Emotional Development in Middle Childhood	Ch. 13 (LCC) Crick, N. & Grotpeter, J. (1995)
Week 11	November 14	Adolescence -Physical and Cognitive Development in Adolescence	Ch. 14 (LCC) Campione-Barr, N. & Smetana, J.G. (2010)

	November 21	No class	Happy Thanksgiving!
Week 12	November 28	Adolescence cont.: -Social and Emotional Development in Adolescence	Ch. 15 (LCC) Arnett, J. (1999) Hallet, D., Chandler, M. & Lalonde, C. (2007) Problem 3 assigned
Week 13	December 5	Perspective on Development -Long Range: Children, Families, Communities	Erikson (Childhood and Society) Problem 3 due
Week 14	December 12		Environmental Analysis Presentation
Week 15	December 19		Environmental Analysis Presentation

Full Reference List

Foundations for Child Development

Erikson, E. Eight ages of man. Ch. 7. *Childhood and Society*, pp. 247-274.

Pinker, S. (2004). Why nature & nurture won't go away. *Daedalus*, Fall, 2004, pp. 1-13.

Infancy

Berger, S. E., Adolph, K.E. & Kavookjian, A. (2010). Bridging the gap: Solving spatial means-ends relations in a locomotor task. *Child Development*, 81(5),1367-1375.

Morelli, G., Rogoff, B., Oppenheim, D. & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, 28, 604-613.

Early Childhood

Diamond, A., Barnett, W.S., Thomas, J. & Munro, S. (2007). Preschool program improves cognitive control. *Science*, 318, 1387-1388.

McClelland, M. & Morrison, F. (2003). The emergence of learning related social skills in preschool children. *Early Childhood Research Quarterly*, 18, 206-224.

Trionfi, G. & Reese, E. (2009). A good story: Children with imaginary companions create richer narratives. *Child Development*, 80(4), 1301-1301

Wagner, L., Greene-Havas, M. & Gillespie, R. (2010). Development of children's comprehension of linguistic register. *Child Development*, 81, 1678-1686.

Middle Childhood

Crick, N. & Grotpeter, J. (1995). Relational aggression, gender and social-psychological adjustment. *Child Development*, 66, 710-722.

Fawcett, L.M. & Garton, A. F. (2005). The effect of peer problem solving on children's problem solving ability. *British Journal of Educational Psychology*, 75, 157-169.

Gauvain, M. & Perez, S. (2005). Parent participation in planning children's activities outside of school in European American and Latino families. *Child Development*, 76 (2), 371-383.

Maynard, A.E. (2002). Cultural teaching: The development of teaching skills in Maya sibling interactions. *Child Development*, 73, 969-982.

Adolescence

Arnett, J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 54(5), 317-326.

Campione-Barr, N. & Smetana, J.G. (2010). "Who said you could wear my sweater?" Adolescent siblings' conflicts and associations with relationship quality. *Child Development*, 81, 464-471.

Hallet, D., Chandler, M. & Lalonde, C. (2007). Aboriginal language knowledge and youth suicide. *Cognitive Development*, 22, 392-399.