

Introduction to Child Psychology
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Office Hrs: Tuesdays, 2:00 - 4:00 and other times by arrangement

Textbook:

Lightfoot, C., Cole, M. & Cole, S. (2009). *The development of children, 6th ed.*,
New York: Worth Publishers (LC&C)

This is available at the Rutgers University Bookstore, New Brunswick. Be sure that you purchase the Sixth edition. Earlier versions are significantly different and do not correspond to the syllabus.

About this course:

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.

The course is being taught online.

This means that instead of meeting face to face on campus once a week for three hours, we will communicate with each other online. All instruction and class discussion occurs via the internet. The course content and workload is comparable to on campus sections of the class although some assignments have been adapted. As an online student you will have access to the Rutgers Libraries and all other University Resources you would be entitled to in an on-campus course.

On-campus meetings.

There are no required meetings on campus. However, if you wish to meet with me on campus during my office hours or at another mutually convenient time you are encouraged to do so.

Online support:

Information about technical support with the Rutgers e-college system should be available on the website where you log in. If you have any problems with any aspect of this, please let me know, and I'll try to direct you to someone who can help.

Readings on-line:

Assigned readings, other than the textbook, are available on the Document Sharing tab on our class website. In some cases, optional or additional resource readings are listed for particular topics. If those are not in Document Sharing on our course website, they are available in the Rutgers University Library, <https://rutgers.libraries.edu>. If you are looking for something through the library website, read the instructions provided there.

What is expected of you?

1. **Read assignments from the textbook as well as supplemental articles.** Topics and assigned reading topics are shown in the Topic & Assignment Overview below this section. (More details about both are shown under the Assignment Matrix Tab.) The section on Course Topics and Assignment (see next section) identifies the focus of the discussion for the week. You should complete reading assignment by the date specified for the topic. [For example, the topic for the week of January 23 is, "foundations of development." The assigned reading is Chapters 1, 2 and 3 from the textbook by Lightfoot, Cole and Cole (LCC) and the article by Werner, E. (1989). Complete all the reading assigned for this topic by January 23].
2. **Read online instructional materials.** Each topic includes a brief overview followed by a lecture outline. Usually there is just one, but sometimes there are two short lectures for a single week. Read through the lecture notes, along with any other information provided. Complete this by the date listed for the topic. (More details about this will be provided below.). Complete this by the date specified for the topic.
3. **Online journal entry.** After completing the reading and reviewing the assignments for the week, write an entry in your online journal. This can be found under the journal tab on the website. The entry should be around 200 words and it can include a summary of key points and/or a short reaction. The journal entry is an opportunity for you to reflect upon and synthesize the reading. You are expected to complete 10 journal entries. Since there are 12 weeks of reading assignments, you can miss 2. Complete the journal entry by Monday.

4. **General threaded discussion.** The first type of discussion activity includes general reactions, thoughts or questions about the topic of the week. Everyone is expected to make at least three posts under the discussion for the week. At least one of these should be in reaction to someone else's comment. For the first two weeks we will have a whole class discussion. Later you will be divided into smaller groups to enable more in depth discussion and for discussion the problems described below. In addition to participating, you should think about how your posts extend the discussion. Your contributions to the discussion will be scored for the degree to which they contribute to the growth of ideas within the group.

5. **Collaborative problems and related discussion.** The second discussion activity includes collaborative problem solving. Students will be assigned to small groups. Problems will be provided to the groups by the instructor. 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 four collaborative problems. Responsibilities for leading the discussion and preparing the group narrative will rotate. Everyone is expected to make constructive contributions on each problem, regardless of assigned role.

6. **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.

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

1. Journal entries (10 @ 1 pt each)	10
2. Threaded discussion participation (3 pts weekly for 10 weeks)	30
3. Collaborative problem solving activities (4 @ 7.5 pts each)	30
4. Final Project: Environmental Analysis	30

Details about the assignments as well as criteria for grading are provided below.

Topics & Assignment Overview (revised 1/22/12)

Date	Topic	Assignment
Week of Jan 16	Introduction	Find the website. Get the book.
Week of Jan 23	Foundations of development: Conceptualizing psychological change <ul style="list-style-type: none"> • Organismic • Mechanistic (traditional & contemporary learning) • Cultural contextual • Evolutionary developmental psychology • Cognitive & developmental science 	Ch 1, 2, 3 (LCC) Werner, E. (1989). Children of the Garden Island. (Reprinted in Gauvain & Cole).
Jan 30	Early infancy: The first three months (& before) <ul style="list-style-type: none"> • Early neural development • Process of birth • Early social-emotional experience • Methods of developmental science • Problem I assigned	Ch 4 & 5 (LCC) Morelli, Rogoff, Oppenheim & Goldsmith (1992).
Feb 6	Infancy: Later on... <ul style="list-style-type: none"> • Early social experience • Motor and cognitive development. • The context and a responsive environment. --Early experience and later life. --Beginnings of voluntary control & planning	Ch 6 (LCC) Berger, Adolph & Kavoorkjian (2010). Bridging the gap: Solving spatial means-ends relations in a locomotor task. Bruner & Sherwood (1976) Problem I Due
Feb 13	Communication and language <ul style="list-style-type: none"> • Shared social experience • Emergence of language Problem II assigned	Ch 7 (LCC) Wagner, L., Greene-Havas & Gillespie (2010)
Feb 20	Thought processes in early childhood <ul style="list-style-type: none"> • Becoming a symbolizer • Early thought processes • Self regulation 	Ch 8 (LCC) Trionfi & Reese (2009). Problem II Due
Feb 27	Social development in early childhood <ul style="list-style-type: none"> • Gender • Peer relationships • Parenting & families Problem III assigned	Ch 9 & Ch 10 (LCC) Vaish, Carpenter & Tomasello (2010).
Mar 5	Thinking in middle childhood <ul style="list-style-type: none"> • Planning, strategizing, • Reflecting & writing 	Ch 11 (LCC) Gauvain & Perez (2005) Prob III due

Mar 19	Schooling and development <ul style="list-style-type: none"> • Peer collaboration • Culture 	Ch 12 (LCC) Maynard (2002) Fawcett & Garton (2005)
Mar 26	Social & moral development <ul style="list-style-type: none"> • Social & moral reasoning • Peers & peer groups • Family & community Problem IV assigned.	Ch 13 (LCC) Crick & Grotpetter (2005)
Apr 2	Adolescence <ul style="list-style-type: none"> • Puberty & physical development • Cognitive development 	Ch 14 Campione-Barr & Smetana (2010) Problem IV due
Apr 9	Adolescence <ul style="list-style-type: none"> • Social and emotional development • Context and culture 	Ch 15 (LCC) Arnett (1999) Hallett, Chandler & Lalonde (2007)
Apr 16	Perspectives on development <ul style="list-style-type: none"> • Long range: children, families, communities • Caring for ourselves and our communities 	Erikson TBA (From Childhood & Society)
Apr 23	Child development and social policy: How can we use what we know?	Reading TBA Projects due
Apr 30	Environments for children & their families Student presentations	Comments on fellow students projects

Notes about topics & assignments:

1. The references in the far right column labeled “LCC” refer to the textbook, *The development of children*, by Lightfoot, Cole & Cole (2009). Other items refer to journal articles or book chapters. Complete references for these items can be found in the Reference List below. Copies of these items as pdf documents are available under the Document Sharing Tab on the website.
2. The grid above includes due dates for readings and for the collaborative group discussion assignments. Additional assignment due dates are shown in an Assignment Matrix below. Details about the assignments themselves will follow.

Full Reference List

Foundations for Child Development

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

Werner, E. Children of the Garden Island. Reprinted in M. Gauvain, (ed.) *Readings in Child Development*.

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

Infancy

Bruner, J. & Sherwood, V. (1976). Early rule structure: The case of "peekaboo". In R. Harre (Ed), *Life Sentences*, London: Wiley, 55-62.

Morelli, G., Rogoff, B., Oppenheim, D. & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, 28, 604-631.

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.

Nelson, C., Zeanah, C., Fox, N., Marshall, P., Smyke, A. Guthrie, D. (2007). Cognitive recovery in socially deprived young children: The Bucharest Early Intervention Project. *Science*, 318,1937-1940. *****

Sai, F.Z. (2005). The role of the mothers' voice in developing mother's face preference: Evidence for intermodal perception at birth. *Infant and Child Development*, 14, 29-50. ***

Fennell, C. & Waxman, S.R. (2010). What paradox? Referential cues allow for infant use of phonetic detail in word learning. *Child Development*, 81,1376-1383. ***

Early Childhood

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

Vaish, A., Carpenter, M. & Tomasello, M. (2010). Young children selectively avoid helping people with harmful intentions. *Child Development*, 81, 1661-1669.

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

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

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.

Howes, C., Guerra, A.G. & Zucker, E. (2008). Migrating from Mexico and sharing pretend with peers in the United States. *Child Development*, 54 (2), 256-288. ***

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

Cimpian, A., Arce, H.C., Markman, E., & Dweck, C.S. (2007). Subtle linguistic cues affect children's motivation. *Psychological Science*, 18(4), 314-316. ****

Dobel, C., Diesendruck, G. & Bolte, J. (2007). How writing system and age influence spatial representations of actions. *Psychological Science*, 18(6), 487-491. *****

Middle Childhood

Crick, N. & Grotpeter, J. (2005). 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.

Killen, M. & Smentana, J. (2008). Moral judgment and moral neuroscience: Intersections, definitions and issues. *Child Development Perspectives*. 2(1) 1-6. ***

Tzuriel, D. & Egozi, G. (2010). Gender differences in spatial ability of young children: The effects of training and processing strategies. *Child Development*, 81, 1417-1430. ****

Epstein, L.H., McCurley, J., Wing, R.R. & Valoski, A. (1990). A five year follow up of family-based behavioral treatments for childhood obesity. *Journal of Consulting and Clinical Psychology*. 58, 661-664. ****

Kail, R. (2007). Longitudinal evidence that increases in processing speed and working memory enhance children's reasoning. *Psychological Science*, 18(4), 312-313. ****

Larsen, J.T., To, Y.M. & Fireman, G. (2007). Children's experience of mixed emotion. *Psychological Science, 18*(2), 186-191. *****

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.

Wainryb, C. (1995). Reasoning about social conflicts between cultures: Druze and Jewish children in Israel. *Child Development, 66*(2), 390-401.*****

***** Articles marked this way are not required reading.