

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY

Cognition & Language: Birth to Eight: 15:290:522:90
Fall 2013(August Draft)

Instructor:Dr. Lorraine McCune Office Hours: Wed. 1-3; Tues. 2-4
GSE Rm. 318, 932-7496 x8310 E-mail : mccune@rci.rutgers.edu
Cell : 732-245-9257 Fax: 732-932-6829

Texts: Piaget, J. & B. Inhelder (1966/69). The psychology of the child. NY: Basic Books.

Books are available at The Rutgers Bookstore and Online Sources. Other readings are available electronically on the Sakai course support site.

Overview

This course contributes to Masters and Doctoral programs, to the ISIS Certificate Program, and to the P-3 Early Childhood Endorsement approved by the State of New Jersey and offered by Rutgers University. We will consider research evidence and theory concerning neurological, cognitive and language development during infancy and the preschool years within the framework of affective development and social interaction as well as evidence for effects of various risk and handicapping conditions and intervention strategies. **Your active participation is critical to success.**

Learning Goals

- 1. Students will have knowledge of psychological constructs relevant to cognitive and language development, including initial understanding of the effects of risk and disability on learning.**
Assessment: Commentaries on readings, Abstract/critique, term paper.
- 2. Students will be able to apply these psychological constructs to educational settings and related applied contexts.**
Assessment: Observation notes and reflection.
- 3. Students will learn to critically evaluate empirical evidence related to the psychology of education.**
Assessment: Abstract/critique and term paper

Course Requirements

1. Weekly notes/questions and discussions of assigned readings and (25%). I expect each student in class to read the assigned readings for each class and be prepared to actively participate in online discussions.

Each week post some comments and questions about the readings and other sources regarding the topic of the week. Use one half to one page for each reading, or integrate your comments and make the post a bit longer. **Post your comments by midnight the day they are due.** Post your own comments first, then react to some others' posts.

2. **Critical abstract (15%)** of a research article, **approximately 1,000 words in length--Due 10/9.**
Type the reference to the article in APA style at the top of your paper. Your article should be recent and include study of children with a disability. See attached the reference list for examples of APA style.
 3. **Observations (30%):** Many students mention this as one of their finest educational experiences.
Post notes about your observations weekly as they occur. I expect weekly posts beginning by week 3 (week of 9/20) and continuing until you have completed all observations.
 - A. Infants or toddlers. Approximately 6 weekly observations should be made, each between 30 and 60 minutes long. **Please note child's age and pseudonym on each observation.** These observations should ideally take place in the baby's home. The ideal age is birth to 24 months. Your role is as a participant observer, interacting normally while focusing primarily on the baby. You should not take notes during the observation, but write your impressions very soon afterward.
 - B. Young Children in a Group Setting. Approximately 8 hours of observations spread across at least 4 visits. Ideally this should be a preschool or K-3 classroom. If this is not possible we can discuss other possibilities. **Please observe the same child at each visit. Note child's age and pseudonym on each observation.**
- A summary/reflection on one of these experiences is due December 9.**
4. **Term paper (30%). Due Nov. 18** About 3,000 words in length reviewing a topic of your choice. Number the pages of your paper and give it an interesting title. References should be in APA style. Please make use of recent some recent journal articles, although for some topics older articles are important. Please make up a page including a 150 word abstract and 2 typed references to articles you read for your paper.
 5. Paper topics should be discussed with and approved by the instructor. **Please post your topic and a list of references thus far by October 23.**

ACADEMIC HONESTY

The University Code of Student Conduct can be accessed at:
<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml> For information on the academic integrity policy, please go to:
<http://www.rci.rutgers.edu/~polcomp/integrity/policy.shtml>

A multimedia presentation on plagiarism can be found at:
<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>
Related regulations may also be found in the Rutgers Graduate School of Education Catalog.

For any and all assignments and class activities, papers, field projects, PowerPoints, and any other class related work, **no copying of any kind is allowed**, unless copied text is placed within quotations and author/source is appropriately cited.

Weekly Topic: Topic and Assignments Comments due by Midnight

1. 9/3 Theory and Sensorimotor development
 Piaget & Inhelder (1969) *The Psychology of the Child*. (Ch 1, Sec. 1-4)
 Decarie (1969)
 Hakke & Somerville (1985)

2. 9/10 Theory and real Life
 Thelen (2005)
 Vygotsky (1978) Chapter 6
 Leherer (2008)

3. 9/17 Fetal and Neurological Development and the Long Term
 Johnson & Hann (2011)
 Vygotsky (1978). *Mind & Society*. Ch.6
 DiPietro et al. (2004)
 Brain Websites

4. 9/24 Perception and Early Cognitive development
 Gottfried , Rose & Bridger (1977)
 Quinn (2005)
 Rovee - Collier & Boller (1995)

5. 10/1 Attention and Autism
 Ruff & Rothbart (1996) **Chap 3** (Chapter 11 is for a later week)
 Corkum & Moore (1998)
 Nadel et al(2007)
 Blane (2008)
 Autism Websites

10/6 Midnight ABSTRACT/CRITIQUE DUE

6. 10/8 Infancy: learning about the world
 McCune & Ruff (1985)
 McCune (2008) Chapter 4
 Additional Readings to be added

7. 10/15 Symbolic Development/Play & language
 Piaget & Inhelder, Ch. 3
 Vygotsky, Ch 7
 McCune (1995)
 McCune (1986) (optional)
 Guitierrez-Solano (2010)

10/20 Term Paper Topic Due

8. 10/22 Language I
 - Fraiberg (1977)
 - McCune et al. (1996)
 - Dore et al (1976)
 - Chapman (2007)

9. 10/29 Cognitive Development
 - Piaget & Inhelder, Ch. 4
 - Kamii (2004)
 - Starkey (2004)

10. 11/5 Language II
 - Chapman (2007)
 - Stark (1978)
 - McCune (2008) Chapter 5
 - Asifa, Bowerman, et al.

11. 11/12 Environmental Effects
 - O'Connor et al. (2000)
 - Burchinal, et al. (2000)
 - Chiappe et al. (2002).

12. 11/19 Risk and Intervention
 - Ruff and Rothbart (1996) Chapter 11
 - Hewitt, et al. (2005)
 - Roberts et al. (2008)

11/23 Term Papers Due at Midnight

11/26 No new work Thanksgiving 11/28

13. 12/3 Language III : Bilingualism
 - Crawford (2000)
 - Fierro-Cobas (2001)
 - Vihman & McLaughlin (1982)
 - Johnson & Newport (1989 [1993])

14. 12/10 Term paper Discussion

15. 12/17 Observation Report Discussion

Description: Quantitative Research Article Abstract/Critique

This assignment will provide an opportunity to critically read a research article and to succinctly discuss the study's strengths and weaknesses. Therefore, each critique should be approximately 1,000 words (1200 or more and you will be asked to revise). Please report on an article that includes infants or young children with disabilities as participants.

How to Post Your Paper

You will find a place under "Course Home" to post your abstract/critique. Please save your paper using a filename beginning with your last name: mccune abstract.docx for example. Save your article pdf similarly: mccune article.docx. I will be saving these to my desktop for review and using track changes to provide comments. I need your names in the file names to keep them straight.

Components of Your Paper:

- 1.) Please put your article's reference at the top of the page.

The reference should be according to APA guidelines. An example of APA style is at the bottom of this assignment sheet.

- 2.) Components of your paper:

- a.) a brief description of the literature upon which the study was based
- b.) the researcher's hypotheses or research questions
- c.) the methodology, which includes:
 - i. a description of the participants, including the number of participants in the study and how they were selected
 - ii. the procedures used by the researcher: what the researcher did and how they did it
- d.) the results of the study, including significant figures
- e.) the researcher's conclusions
- f.) your own critique of the study. Consider the value of the study, potential threats to the validity of the study and future directions for research and application

- 3.) Please attach a copy of the article you have critiqued.

- 4.) Please bring 3 extra copies of your **abstract/critique** to share with other students.

Example of APA format for a journal article:

Gottfried, A., Rose, S., & Bridger, W. (1977). Cross-modal transfer in human infants. *Child Development*, 48, 118-123.

For APA style for citing other types of publications see:

- 1) <http://webster.commnet.edu/library/index.htm>
- 2) Libraries and College Publications
- 3) APA Guide

- Burchinal, M. E., et al. (2000). Relating quality of center-based care to early cognitive and language development longitudinally. Child Development, *71*, 339-357.
- Chapman, R. (2007) Children's language learning: An interactionist perspective. In R.Paul (ed.) Language disorders from a developmental perspective. Mahwah, NJ: Erlbaum.
- Chiappe, P., Siegal, L.S., & Gottardo, A. (2002) Reading-related skills of kindergarteners from diverse linguistic backgrounds. Applied Psycholinguistics *23*, 95-116.
- Corkum, V., & Moore, C. (1998). The Origins of Joint Visual Attention in Infants. Developmental Psychology, *34*, 28-38.
- Crawford, J. (2000) Language politics in the United States. In (Eds) Orando, G.J. & McLaren, P. The politics of multicultural education.
- Decarie, T. G. (1969). A study of the mental and emotional development of the thalidomide child. In B. M. Foss (Ed.), Determinants of Infant Behavior (Vol. 4, pp. 167-295). London: Methuen.
- DiPietro, J.A., et al. (2004) Fetal neurobehavioral development: A tale of two cities. Developmental Psychology, *40*, pp 445-456.
- Dore, J., Franklin, M., Miller, R. T., & Ramer, A. L. H. (1976). Transitional phenomena in early language acquisition. Journal of Child Language, *3*, 12-28.
- Fierro-Cobas, V. & Chan, E. (2001) Language development in bilingual children: A primer for physicians. Contemporary Pediatrics July 1, 2001.
- Fraiberg, S., & Fraiberg, L. (1977). The Sign System. In S. Fraiberg & L. Fraiberg (Eds.), Insights from the Blind (pp. 92-112). New York: Basic Books.
- Freeman, N. (1980). The ways in which drawings are organized. In Strategies of spatial representation in young children (pp. 16-35). Orlando: Ablex Publishers.
- Gelman, R. (1979). Preschool Thought. American Psychologist, *34*, 900-905.
- Gershkoff-Stowe, L., Connell, B., & Smith, L. (2006). Priming overgeneralizations in two- and four-year-old children. Journal of Child Language, *33*, 461-486.
- Gottfried, A., Rose, S., & Bridger, W. (1977). Cross-modal transfer in human infants. Child Development, *48*, 118-123.
- Haight, W.L., Wang, X., Fung, H.H., Williams, K. & Mints, J. (1999) Universal, developmental, and variable aspects of young children's play. Child Development *70*, pp. 1477-1488.
- Haith, M. (1998) Who put the COG in infant cognition: Is rich interpretation too costly? Infant Behavior and Development *21* (2) pp167-179
- Hakke, R. J., & Somerville, S. J. (1985). Development of logical search skills in infancy. Developmental Psychology, *21*, 176-186.
- Hespos, S.J. (2001) Infants' knowledge about occlusion and containment events: A surprising discrepancy. Psychological Science, *12* pp. 141-147.
- Hewitt, L.E. et al. (2005) Language sampling fro kindergarten children with and without SLI: Mean length of utterance, IPSYN, and NDW. Journal of Communication Disorders *38*, 197-213.
- Johnson, M.H. (1997) Developmental Cognitive Neuroscience. London, Blackwell.
- Johnson, J. S., & Newport, E. L. (1989). Critical period effects in second language learning: The acquisition of English as a second language. Cognitive Psychology, *21*, 60-99.
- Kamii, C et al. (2004) Logico-mathematical understanding in block-building of 1-4 year-olds. (incomplete)
- Kent, R.D. & Vorporian, H.K. (2007) In the mouths of babes: Anatomic, motor, and sensory foundations of speech development in children. In R.Paul (ed.) Language disorders from a developmental perspective. Mahwah, NJ: Erlbaum.
- McCune, L. (2008) How children learn to learn language. New York: Oxford University Press.
- McCune, L. (1995). A normative study of representational play at the transition to language. Developmental Psychology, *31*(2), 198-206.

- McCune, L. (1986). Symbolic Development in Normal and Atypical Infants. In G. Fein & M. Rivkin (Eds.), The Young Child at Play (Vol. 4, pp. 45-61). Washington: NAEYC.
- McCune, L., & Ruff, H. (1985). Infant special education: Interactions with objects. Topics in Early Childhood Special Education, 5, 59-69.
- Piaget, J., & Inhelder, B. (1969). The Psychology of the Child. New York: Basic Books.
- Paul, R. (2003) Language disorders from infancy through adolescence. Selected pages.
- O'Connor, T.G., et al. (2000). The effects of global severe privation on cognitive competence: Extension and longitudinal follow-up. Child Development, 71, 376-390.
- Qinn, P. (2005) Young infants' categorization of humans versus nonhuman animals: Roles for knowledge access and perceptual processes. In Gershkoff-Stowe and Rakison, (Eds.) Building categories in developmental time. Mahwah, NJ: Earlbaum.
- Pinker, S. (1994). The Language Instinct. New York. Harper Perennial.: .
- Roberts et. al. (2008) Rates of early intervention services in very preterm children with developmental disabilities at age two years. Journal of Paediatrics and Child Health 44, 276-280.
- Rovee-Collier, C., & Boller, K. (1995). Current theory and research on infant learning and memory: Application to early intervention. Infants and Young Children, 7, 1-12.
- Ruff, H. A. (1984). Infant's Manipulative Exploration of Objects: Effects of Early Age and Object Characteristics. Developmental Psychology, 20, 9-20.
- Ruff, H. A., & Rothbart, M. K. (1996). Chapter 3 Looking and Visual Attention: Overview and Developmental Framework (pp. 34-56). In Attention in Early Development: Themes and Variations. New York: Oxford University Press.
- Ruff, H. A., & Rothbart, M. K. (1996). Chapter 11: Early Manifestations of Attention Deficits. (pp. 199-222). In Attention in Early Development: Themes and Variations. New York: Oxford University Press.
- Samuelson, L. K., & Smith, L. B. (1998). Memory and Attention Make Smart Word Learning: An Alternative Account of Akhtar, Carpenter, and Tomasello. Child Development, 69, 94-104.
- Starkey, P., et al. (2004) Enhancing young children's mathematical knowledge through a pre-kindergarten mathematics intervention. Early Childhood Research Quarterly, 19, 99-120.
- Swettenham, J., et al. (1998) The frequency distribution of spontaneous attention shifts between social and nonsocial stimuli in autistic, typically-developing, and non-autistic developmentally delayed infants. Journal of Child Psychology, Psychiatry, and Related Disciplines, 39, pp 747-753.
- Tager Flusberg, (1996). Putting words together: Morphology and syntax in the preschool years. In J. Berko-Gleason (Ed.), The Development of Language. Allyn & Bacon.
- Thelen, E. (2005) Dynamic systems theory and the complexity of change. Psychoanalytic Dialogues 15, 2, pp 255-283.
- Vihman, M. M., & McLaughlin, B. (1982). Bilingualism and Second Language Acquisition in Preschool Children. In C. J. Brainerd & M. Pressley (Eds.), Verbal Processes in Children (pp. 35-58). New York: Springer-Verlag.
- Vygotsky, L. S. (Ed.). (1978). Mind in Society. Cambridge, MA: Harvard University Press.
- Wakely, A., et al. (2000) Can young infants add and subtract? Child Development, 71, 1525-1534.
- Wakely, A. (2000). Not proved: Reply to Wynn. Child Development, 71, 1537-1539.
- Wynn, K. (1992). Addition and subtraction in human infants. Nature 358 749-750.
- Wynn, K. (2000). Findings of addition and subtraction in infants are robust and consistent: Reply to Wakeley, et al. Child Development, 71, 1535-1536.
- Wolf, D. (1988). Drawing the boundary: The development of distinct systems for spatial representation in young children. In J. Stiles-Davis, M. Kritchevsky, & U. Bellugi (Eds.), Spatial Cognition: Brain Bases and Development (pp. 231-245). Hillsdale: Lawrence Erlbaum Associates.
- Zheng, M. & Goldin-Meadow, S. (2002) Thought before language: How deaf and hearing children express motion events across cultures. Cognition, 85, 145-175.