

*15:295:512 - Introduction to Child Psychology:  
Infancy Through Adolescence  
Fall 2013*

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**Office hours:** Wednesdays, 2:00 to 4:00 and other times by arrangement

**Textbook:**

Lightfoot, C., Cole, M. & Cole, S. (2013). *The development of children, 7<sup>th</sup> edition*,  
New York: Worth Publishers. (LCC on syllabus)

**About this course:**

This is an introductory course in child development. We will study the development of the child from birth through adolescence by examining 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. Within the topics listed on the syllabus, we will consider the distinction between learning and development, the long term effects of early experience, and the role of context and culture in development along with many other issues. This will be an interdisciplinary approach 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 fully 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 other Rutgers University resources that would be available in an on-campus course.

While there are no required meetings on campus you are always welcome to meet with me on campus during my office hours or at another mutually convenient time. We can also schedule a phone conversation. In general, the best way to reach me is through e-mail. Over the next few weeks the university is undergoing a telephone system change.

It may be difficult to get through to folks. This should not last long. I can always call you--just be sure I have your number.

### **On-line support:**

Information about technical support with the Rutgers e-college system should be available on the website where you log in. Also, help information is available by clicking on the Tech Support tab on the upper right side of the screen. If you have problems with any aspect of this, please let me know, and I'll try to direct you to someone who can help. This online system is sometimes slow so be patient and try a couple times before contacting the help desk.

### **Readings on-line:**

Assigned readings, other than the textbook, are an important part of the class. These are available on the Document Sharing tab on our class website. The Doc Sharing tab is on the upper right of the screen. Doc Sharing is organized so discussion groups can share information as well as for categorizing the readings. (You can ignore the Group labels for the first few weeks of the class). The readings are organized by broad categories; Foundations, Infancy, Early Childhood, Middle Childhood and Adolescence. To find the reading for a particular week, click on the appropriate category and then scroll down the screen to see the authors and articles. Just click on the author name and it should lead you to a pdf file of the reading. In addition to the assigned readings in the category are additional resource readings. These are marked with stars (\*\*\*)

### **A quick overview of what is expected of you?**

Each week you will complete a reading assignment, from the textbook and at least one supplemental article on the class website. You will write a short critical commentary on the reading and post it. In addition, there are two short papers, four group problems, and a major project. All of these are explained in greater detail below the syllabus and also under the first unit on the website.

You should plan to check the website regularly-- several times a week, if not more often. You should check the announcements on the course home page. You can also see if anything has changed since you last logged in. The main things you need to do are:

1. **Read assignments from the textbook as well as supplemental articles.** Topics and assigned reading topics are shown in Topic & Assignment Overview below this section. (More details about both are provided. under the Assignment Matrix Tab.) The section on Course Topics and Assignment (see Assignment Matrix Tab in the Introduction section) identifies the focus of the **reading** for the week.

For most weeks there is one chapter in the textbook, an article under Document Sharing and lecture notes. You should complete this work and make a journal entry (described below) by noon on Monday-- the first assignment should be completed by Sept 9.

2. **Read online instructional materials on the left hand side of the screen.** Each topic includes a brief overview and orientation followed by a lecture outline. You will have access to these “units” gradually as we move through the class. Reading is drawn from the textbook (written by accomplished scholars in the study of human development) and selected articles and book chapters. These articles are primary sources from the field. Some weeks you may notice references to them in the textbook.
3. **Write a short reaction to the reading.** There is a tool in e-college called “Journal”. You can see it on the top bar on your screen. Write your reaction to the week’s reading in there.
4. **Be prepared to participate in online discussions with classmates.** We will do this in a couple of ways. The major one will be group problem solving activities.
5. **Complete a major paper/project and two short (2-3 page) papers.**

I elaborate on all of the above in further down on this document. Things are also detailed under the tab for Unit 1 on the left hand side of the screen.

**The course grade is based on:**

- Weekly journal entries; 2 pts weekly for 10 weeks. (20%)
- Group discussion and collaborative problems; 4 @ 8 pts each. (32%)
- Two short research critiques; 2 @ 9 pts each. (18%)
- Final Project. (30%)

Date	Topic	Assignment
<i>Week of Sept 3</i>	<b>Foundations of development: Conceptualizing psychological change</b> <ul style="list-style-type: none"> <li>• Organismic</li> <li>• Mechanistic (traditional &amp; contemporary learning)</li> <li>• Cultural contextual</li> <li>• Evolutionary developmental psychology</li> </ul> Cognitive & developmental science	<b>Read Ch. 1 (LCC)</b> Werner, E. (1989). Children of the Garden Island. (Reprinted in Gauvain & Cole).
<i>Week of Sept 9</i>	<b>Biocultural Foundations of development: Co-evolution of culture &amp; biology</b>	<b>Ch 2 (LCC)</b> <b>Erikson, E. (1950) Eight ages of man. In <i>Childhood &amp; Society</i>.</b>
<i>Sept 16</i>	<b>The first three months (&amp; before)</b> <ul style="list-style-type: none"> <li>• Early neural development</li> <li>• <b>Process of birth</b></li> </ul>	<b>Ch 3 &amp; 4</b> <b>Morelli, Rogoff, Oppenheim &amp; Goldsmith (1992).</b>

	<ul style="list-style-type: none"> <li>• <b>Early social-emotional experience</b></li> <li>• <b>Methods of developmental science</b></li> </ul>	
<i>Sept 23</i>	<b>Physical &amp; cognitive development in infancy</b> <ul style="list-style-type: none"> <li>• <b>Motor development</b></li> <li>• <b>Self regulation &amp; the role of experience</b></li> </ul>	<b>Ch . 5 (LCC)</b> Baillergeon (2004)
<i>Sept 30</i>	<i>Social &amp; emotional development in infancy</i> <ul style="list-style-type: none"> <li>• Early social experience</li> <li>• The context and a responsive environment.</li> <li>• Early experience and later life.</li> </ul>	<b>Ch 6 (LCC)</b> Henderson, Gerson & Woodward (2008)
<i>Oct 7</i>	<b>Communication and language</b> <ul style="list-style-type: none"> <li>• Shared social experience</li> <li>• Emergence of language</li> </ul>	<b>Ch 7 (LCC)</b> <b>Bruner &amp; Sherwood (1976)</b> <b>Parise &amp; Csibra (2012)</b>
<i>Oct 14</i>	<b>Thought processes in early childhood</b> <ul style="list-style-type: none"> <li>• Becoming a symbolizer</li> <li>• Early thought processes</li> <li>• Self regulation</li> </ul>	<b>Ch 8 (LCC)</b> Trionfi & Reese (2009). Diamond, Barnett & Munro (2007)
<i>Oct 21</i>	<b>Social development in early childhood</b> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Peer relationships</li> <li>• Parenting &amp; families</li> </ul>	<b>Ch 9 &amp; Ch 10 (LCC)</b> Cimpian, Mu & Erickson (20012)
<i>Oct 28</i>	<b>Thinking in middle childhood</b> <ul style="list-style-type: none"> <li>• Planning, strategizing,</li> <li>• Reflecting &amp; writing</li> </ul>	<b>Ch 11 (LCC)</b> Gauvain & Perez (2005)
<i>Nov 4</i>	<b>Schooling and development</b> <ul style="list-style-type: none"> <li>• Peer collaboration</li> <li>• Culture</li> </ul>	<b>Ch 12 (LCC)</b> Rittle-Johnson, Siegler & Alibali (2001)
<i>Nov 11</i>	<b>Social &amp; moral development</b> <ul style="list-style-type: none"> <li>• Social &amp; moral reasoning</li> <li>• Peers &amp; peer groups</li> <li>• Family &amp; community</li> </ul>	<b>Ch 13 (LCC)</b> Crick, Grotpeter & Bigbee (2002)

<i>Nov 18</i>	<i>Adolescence</i> <ul style="list-style-type: none"> <li>• Puberty &amp; physical development</li> <li>• Cognitive development</li> </ul>	<b>Ch 14</b> Campione-Barr & Smetana (2010)
<i>Nov 25</i>	<i>Adolescence</i> <ul style="list-style-type: none"> <li>• Social and emotional development</li> <li>• Context and culture</li> </ul>	<b>Ch 15 (LCC)</b> Arnett (1999) .
<i>Dec 2</i>	<i>Perspectives on development</i> <ul style="list-style-type: none"> <li>• Long range: children, families, communities</li> <li>• Caring for ourselves and our communities</li> </ul> Soc, Emot & Cog develop	Masten & Osofsky (2010)
<i>Dec 9</i>	<i>Child development and social policy: How can we use what we know?</i>	TBA
	<i>Posting of Student Projects</i>	

**Notes for table:**

1. The references in the far right column labeled "LCC" refer to the textbook, *The development of children*, 7<sup>th</sup> ed., by Lightfoot, Cole & Cole (2013). 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. Details about the discussion groups and the collaborative problems will be posted within the next week. There will be five collaborative group problems spaced throughout the semester. Each will be related to the reading and topic under discussion. Due dates will be posted for each will be posted soon but they will be spaced throughout the semester.

**More detail on what is expected from you:**

You should plan to check the website regularly-- several times a week, if not more often. You should check the announcements on the course home page. You can also see if anything has changed since you last logged in. (Scroll down). Then:

**Read assignments from the textbook, supplemental articles and the lecture notes.** Topics and assigned reading topics are shown in Topic & Assignment Overview below this section. More details about both are provided under the Assignment Matrix Tab. The Assignment matrix aligns with the syllabus. It includes dates for the assignments that you are expected to complete. All of this is in the Introduction section on the left side of the screen. The section on Course Topics and Assignments (see Assignment Matrix Tab in the Introduction section) identifies the focus of the **reading** for the week.

As I noted earlier, for most weeks there is one chapter in the textbook, an article under Document Sharing and the lecture notes under the corresponding unit and week. The units will open gradually as we go through the semester. You should complete the reading and make a journal entry (described below) by noon on Monday-- the first assignment should be completed by Sept 9.

**Read online instructional materials on the left hand side of the screen.** As already noted, each weekly is organized is a coherent topic within child psychology. We follow the organization of the text book-- broad principles of development and then a chronological progression through child development from the prenatal period through adolescence. Each week weekly segment includes a brief overview and orientation followed by a lecture outline. You will have access to these "units" and sub-units gradually as we move through the class. Reading is drawn from the textbook (written by accomplished scholars in the study of human development) and selected articles and book chapters. These articles are primary sources from the field. Some weeks you may notice references to them in the textbook.

My actual lecture notes have been uploaded and converted to html. Sometimes they look great, other times they are a mess. (They have never looked like a mess when I upload them.) The clarity depends on your computer, my computer and many mysterious factors. All of the weekly notes are also available in Document Sharing as pdf files. I encourage you to take advantage of those. Explore the Document Sharing Tab and you should see them.

**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 upper right corner of 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. It can also serve as your personal notes on the reading. You can come back later and look at those notes. You are expected to complete 10 journal entries. . Complete the journal entry by Monday and be prepared to discuss it. .You will regularly be discussing the topic from the week before with the online discussion group to which are assigned.

**Due date for readings & journal/reaction.** As I noted above, you are expected to have the reading and the journal entry completed by the end of the weekend following the date listed on the syllabus for the topic. (e.g., The first assignment is for the week of Sept 2 so you should have completed the reading and posted a journal entry by Sept 9). The idea is to give you the opportunity to reflect upon your reading and to organize your thoughts for discussion during the coming week.

**Threaded discussion.** For a couple weeks we may have a general threaded discussion. By the second or third week you will be divided into smaller groups to enable more in depth discussion and shared reflection. You should always think about how your posts extend the discussion. Your contributions should contribute to the growth of ideas within the group. It is REALLY IMPORTANT for you to participate

regularly. It is also important that you keep up with the reading so you have something to say.

**Collaborative problems and related discussion.** The main discussion activity includes collaborative problem solving. Students will be assigned to small groups. I will provide problems for discussion that (hopefully) draw upon the reading and other course material. There will be four collaborative problems, each worth 8 points. Responsibilities for leading the discussion and preparing the group narrative will rotate (and be assigned). Everyone is expected to actively participate in each of the four problems. Further details about this will be provided when we begin the first group problem.

**Research Critiques:** Everyone will complete two critiques of research articles. These can be drawn from the supplemental readings listed under Document Sharing. It may be possible to write about an article you identify. Each critique is worth 9 points. Details about this will follow.

**Final Project:** Each student will complete a final project. This will be done independently, rather than in a group. You will choose between one of two options for the project. You will receive further details in the coming week. The project is worth 30 points.

**Option 1:** Carry out an observation and analysis of an environment or setting in the community used by children and their families. Details will follow..

**Option 2:** Analyze a series of video taped segments of young children's mathematical problem solving in their classroom making use of concepts and ideas discussed in the class. The tapes are a new addition to a video archive at the Davis Center for Mathematics at Rutgers. Details will follow.

**Full reference list for assigned readings (these are listed by author in the matrix above. (These can be found under the Document Sharing tab on the top bar of your screen. All files are in a pdf format.)**

### **Foundations for Child Development**

Erikson, E. (1950) 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*.

### **Infancy**

Baillargeon, R. (2004). Infants' physical world. *Current Directions in Psychological Science*. Vol 13 (3), pp. 89-94.

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.

Henderson, A., Gerson, S., Woodward, A. (2008). The birth of social intelligence. *Zero to Three*. [www.zerotothree.org/reprints](http://www.zerotothree.org/reprints)

### Early Childhood

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

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

Cimpian, A., Mu, Y. & Erickson, L.C. (2012). Who is good at this game? Linking activity to a social category undermines children's achievement. *Psychological Science*, 23(5) 533-541.

### Middle Childhood

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.

Rittle-Johnson, B., Siegler, R. & Alibali, M. (2001). Developing conceptual understanding and procedural skill in mathematics: An iterative process. *Journal of Educational Psychology*, 93(2), 346-362.

Crick, N.R., Grotpeter, J.K. & Bigbee, M.A. (2002). Relationally and physically aggressive children's intent attributions and feelings of distress for relational and instrumental peer provocations. *Child Development*, 73(4), 1134-1142.

### Adolescence

Masten, A.S. & Osofsky, J.D. (2010). Disasters and their impact on child development: An introduction to the special section. 81(4), 1029-1039.

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.

### Supplemental Readings;

The articles listed below are supplemental reading. You are not expected to read all of these. The articles are grouped in age-related units corresponding to our syllabus. These are also in Document Sharing. You can choose from these for the 2 assigned research critiques. (More about that will follow). Since they are related to topics we are discussing in class, you might just want to read them to expand your own knowledge on a topic.

All of these references should be available in **Document Sharing**. Click on that tab and you will see different categories or folders. Click on the category (e.g., *Foundations for Child Development, Infancy, Early Childhood*, etc.) and then scroll down the screen. You will see a list of articles including the ones listed on the syllabus. Find the assigned reading in the list and click on the title. This will open a new document which is a reprint of the article-- most are pdf's of journal articles from the library.

### Readings by topic area & coordinated with syllabus (None below are required)

#### ***Foundations for Child Development***

Fraley, Griffin, Belsky, & Roisman, G. (2012). Developmental antecedents of political ideology: A longitudinal investigation from birth to 18 years. *Psychological Science, 23*(11), 1425-1431. (This is an example of a study examining an issue from a developmental perspective.)

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

#### ***Infancy***

Adolph, K.E., Cole, W.G, Komati, M., Garciaguirre, J.S., Badaly, D., Lingeman, J., Chan, G. & Sotsky, R. (2012). How do you learn to walk? Thousands of steps and dozens of falls per day. *Psychological Science, 23*(1), 1387-1394.

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***

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.\*\*\*

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).

Siegler, R. & Ramani, G. (2012). Playing linear board games-- but not circular ones-- improves low-income preschoolers numerical understanding. *Journal of Educational Psychology*.

### ***Middle Childhood***

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.

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.

Siegler, R., et al. (2012) *Psychological Science*.

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***

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.