Introduction to Child Psychology (15:295:512)
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Textbook:
   Lightfoot, C., Cole, M. & Cole, S. (2013). *The development of children, 7th edition,* New York: Worth Publishers. (abbreviated as LCC on 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.

Learning Goals for the Course:

1. Ways that children learn and develop within and across the cognitive, linguistic, social, emotional and physical domains of functioning.
2. An awareness of patterns in development learning and how these vary across individuals and sociocultural contexts.
3. Theories of individual development and how these account for cognitive, social and emotional change as well as the transitions across infancy, childhood, adolescence and early adulthood.
4. Current research topics and associated methodologies in the field of child development.
5. An appreciation for developmental crises, disability, and the situational and environmental factors that affect both normal and abnormal behavior.
6. An appreciation of the dynamic interactions between children and their environments and how these influence developmental outcomes.
7. Strategies for facilitating development across childhood and adolescence.

This is a survey course in human development but special consideration is given to issues relevant to classroom teaching and counseling within school and child care settings. These include; the distinction between learning and development, the long term effects of early experience, and the role of sociocultural context 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.

What is expected of 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:

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 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 Sunday night-- the first assignment should be completed by Jan. 27

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.

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 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. Since there are 12 weeks of reading assignments, you can miss 2. Complete the journal entry before Monday. While you are reading and reflecting on a topic, you will also be discussing the topic from the week before within your online discussion group.

4. **Due date for readings & journal.** 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. (The first assignment is for the week of Jan 21. You should have completed the reading and posted a journal entry by Jan. 27). The idea is to give you some background knowledge for discussion during the subsequent week.

5. **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 one

or two weeks we will have a whole class discussion. By the second or third week 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.

6. **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 final written response. The final document is to reflect the input of the entire group (Further details about the collaborative problem work will be presented later.) There will be five collaborative problems. Responsibilities for leading the discussion and preparing the group narrative will rotate (and be assigned). Everyone is expected to make constructive contributions on each problem, regardless of assigned role. Group discussion will contribute to scores on each problem.

7. **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 will be due on April 29.

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

   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 are forthcoming.

The course grade will be based upon:

1. Journal entries; 1 pt weekly for 10 weeks. (10%)
2. Threaded discussion participation; 2 pts weekly for 10 weeks. (20%)
3. Collaborative problem solving activities; 5 @ 10 pts each. (50%)
4. Final Project. (20%)   .

Date	Topic	*Assignment*
Week of Jan 21	**Foundations of development: Conceptualizing psychological change**	

	• Organismic • Mechanistic (traditional & contemporary learning) • Cultural contextual • Evolutionary developmental psychology Cognitive & developmental science	**Read Ch. 1 (LCC)** Fraley,Griffin, Belsky & Roisman (2012)
Week of Jan 28	**Biocultural Foundations of development: Co-evolution of culture & biology**	**Ch 2 (LCC)** Werner, E. (1989). Children of the Garden Island. (Reprinted in Gauvain & Cole).
Feb 4	**The first three months (& before)** • Early neural development • **Process of birth** • **Early social-emotional experience** • **Methods of developmental science**	**Ch 3 & 4** **Morelli, Rogoff, Oppenheim & Goldsmith (1992).**
Feb 11	**Physical & cognitive development in infancy** • **Motor development** • **Self regulation & the role of experience**	**Ch . 5 (LCC)** Adolph, Cole, Komati, Garciaguirre, Badaly, Lingeman, Chan & Sotsky (2012)
Feb 18	*Social & emotional development in infancy* • Early social experience • The context and a responsive environment. • Early experience and later life.	Ch *6 (LCC)* Henderson, Gerson & Woodward (2008)
Feb 25	*Communication and language* • Shared social experience • Emergence of language	**Ch 7 (LCC)** **Bruner & Sherwood (1976)**
Mar 4	*Thought processes in early childhood* • Becoming a symbolizer • Early thought processes • Self regulation	**Ch 8 (LCC)** Trionfi & Reese (2009).
Mar 11	*Social development in early childhood* • Gender • Peer relationships • Parenting & families	**Ch 9 & Ch 10 (LCC)** Vaish, Carpenter & Tomasello (2010).
	Thinking in middle childhood	**Ch 11 (LCC)**

Mar 25	• Planning, strategizing, • Reflecting & writing	Gauvain & Perez (2005)
Apr 1	***Schooling and development*** • Peer collaboration • Culture	**Ch 12 (LCC)** Siegler, Duncan, Davis-Kean, Duckworth, Claessens, Engel, Susperreguy & Chen (2012)
Apr 8	***Social & moral development*** • Social & moral reasoning • Peers & peer groups • Family & community	**Ch 13 (LCC)** Crick & Grotpeter (2005)
Apr 15	***Adolescence*** • Puberty & physical development • Cognitive development	**Ch 14** Campione-Barr & Smetana (2010)
Apr 22	***Adolescence*** • Social and emotional development • Context and culture	*Ch 15 (LCC)* Arnett (1999) Hallett, Chandler & Lalonde (2007)
Apr 29	***Perspectives on development*** • Long range: children, families, communities • Caring for ourselves and our communities	Erikson TBA (From Childhood & Society)
May 6	***Child development and social policy: How can we use what we know?***	

Notes about topics & assignments:

1. The references in the far right column labeled "LCC" refer to the textbook, *The development of children,* 7th 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.

Full Reference List:

A full reference list including required and supplemental reading is listed below.   These include the full reference for the items on the syllabus above. You are not expected to read the supplemental materials but they are there if you're interested.

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.

As I noted above, there are some references that are not on the syllabus. Consider those "extra" reading. You are not required to read those.

Readings by topic area & coordinated with syllabus

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

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.

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.

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 motiviation. *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 obsesity. *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 optional reading.