

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY

Cognition & Language: Birth to Eight: 15:290:522
Summer 2013 Draft 5/03/13

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

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 attendance and participation in person and on the web site are 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. **Notes/questions and discussions of assigned readings and responses to others' posts (25%).**

The readings are organized by week.

Week 1 will be a time of gearing up and getting going on reading and online discussion.

By week 2, I expect each student in class to read the assigned readings for each date and be prepared to actively participate online and in any live interaction we arrange. Live interaction will depend on

student schedules. Each day (when there are readings) make some comments or raise some questions in a posting about the readings. You are welcome to add information from websites. For some topics website review is required. Use about one half page. **Post your comments on e-college by midnight the day before they are due.** Check in and post in response to other students' comments.

2. **Critical abstract (15%)** of a research article--**Due TBA**. 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. You will read and comment on abstracts by your group. An APA guide will be part of doc sharing. Length about 1,000 words. **I will ask for a revision if it is much longer than that, so save time and edit it to size. Use single spacing and save it with your last name as the filename (e.g., smith critical abstract.doc).**
3. **Observations (30%)**: Many students mention this as one of their finest educational experiences, although it seems overwhelming ahead of time!

Post notes about your observations weekly as they occur. You must begin by week 2 and conduct two visits each week to finish on time.

- A. Infants or toddlers. Approximately 4-5 observations should be made, each between 30 and 60 minutes long, spread over the weeks of the class. **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. Length 500-700 words.
- B. Young Children in a Group Setting, preferably a classroom. 6-8 hours of observations spread across at least 4 visits. **Please note child's age and pseudonym on each observation.** For the group observation, please choose an individual child and observe the same child in all visits. Your role is dependent on what the teacher prefers. You should not take notes during the observation, but write your impressions very soon afterward.

A summary/reflection on one of these experiences is due 7/3.

This paper should be fairly short. It refers to one of your two observation experiences. Think through the experience in relation to material learned in the class and try to find a theme or focus for your thoughts about the child in this setting that strikes you as interesting. Use the theme to make a catchy title. Write about your experience bringing in examples from your visits. You may cite readings from the class or from outside reading, but this is not necessary. Are there ways in which the observation experience changed your view of children, families, classrooms, etc?

4. **Term paper (30%)**. **Due 7/1 No more than 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 and include everything cited. 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. You will be posting papers and abstracts on the class web site. **Use single spacing and use your last name in the file name (e.g., smith term paper.doc)**

Paper topics should be discussed with and approved by the instructor. **Please post your topic and a list of references thus far. Topics due 6/24.**

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.

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 2 pages, double spaced, 12 point font. Please report on an article that includes infants or young children with disabilities as participants.

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 numerical results and 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 pdf copy of the article you have critiqued.
- 4.) You will post your abstract critique on the course site for the benefit of the class..

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.comnet.edu/library/index.htm>
- 2) Libraries and College Publications
- 3) APA Style Sheet prepared by Ellina Chernobilsky

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Topic and Assignments

Week 1

Infancy/Developmental Theory/Sensory-Motor Development

Piaget & Inhelder (1969) The Psychology of the Child. (Ch 1, Sec. 1-4)

Decarie (1969)

Hakke & Somerville (1985)

Developmental Theory, Cont.

Thelen (2005)

Vygotsky (1978) Chapter 6

Fetal and Neurological Development

Johnson & Hann (2011)

View Brain Websites

Sunday Night: Optional Practice Abstract/critique of Hakke &

Somerville (1985) due.

Week 2

Attention

Ruff & Rothbart (1996) Chapter 3

Tymms & Merrill (2011)

Risk and Intervention

Attention deficit: Websites- Google it!

Nadel et al. (2007)

Blane et al. (2008)

Autism Websites

Infancy: learning about the world

Gottfried, Rose & Bridger (1977)

McCune & Ruff (1985)

Rovee - Collier & Boller (1995)

View Baby Kalina video.

Sunday Night Abstract/Critique due Midnight

Week 3

Symbolic Development/Play & language

Piaget & Inhelder, Ch. 3

Vygotsky, Ch 7

Symbolic Development/Play & language , cont.
McCune (1995)
McCune (1986) (optional)
Guiterez-Solana (2010)

Language I
Fraiberg (1977)
Chapman (2007)
Dore et al (1976)

Week 4

Language II: Early combinations and Syntax
McCune (2006)
Dittmar et al. (2011)

Language III : Bilingualism
Hakuta (2011)
Fierro-Cobas (2001)
Vihman & McLaughlin (1982) (**optional**)
Johnson & Newport (1989 [1993]) (**optional**)
Crawford (2000) (Optional)

Sunday Term paper Topic Due

Week 5

Cognitive Development
Piaget & Inhelder, Ch. 4
Kamii (2004)
Starkey (2004)

Environmental Effects
O'Connor et al. (2000)
Burchinal, et al. (2000)

Sunday Night Term paper due by Midnight

Week

Read others' Papers for Class Discussion

7/4 Independence Day!

REFLECTIONS ON OBSERVATIONS DUE

Read reflections by your group and comment by midnight

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Summer 2012

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