

**Introduction to Child Psychology: Infancy through Adolescence (15:295:512)
Summer 2013**

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Office Hours: by arrangement (contact me via email to set up an appointment), also I encourage you to contact me via email with any questions and concerns

Course Information:

Class Meetings: Online

Course Webpage: Login with your Net ID to: <https://ecollege.rutgers.edu/students.jsp>

Required Textbook: Lightfoot, C., Cole, M. & Cole, S. (2013). *The development of children*, 7th ed., New York: Worth Publishers (abbreviated as LCC on syllabus)

This is available at the Rutgers University Bookstore, New Brunswick.

*Additional readings will be found on the course webpage-you can find them on the Document Sharing Tab in our class webpage

Course Description:

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.

Characteristics of the Class:

This course is being taught online, so all the instruction and class discussions will occur via the e-college platform. Students who have never participated in online instruction assume that virtual coursework is lighter in volume and easier to complete. While it is easier for you to schedule your learning time and experience the flexibility of virtual participation, the time you will need to commit to this course will be considerable, especially given the fact that this is an intensive summer class. In the course of about 6 weeks we will cover the material from a regular four month long semester. Each week we will cover a number of readings, which will set the weekly topics for discussions.

Course Requirements and Grading:

Students will be required to complete a number of assignments over the duration of the course. You may earn a total of 100 points based on your performance on the criteria listed below.

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

1. Introduction	3
2. Threaded discussion participation (2 pts weekly for 6 weeks)	12
2. Journal Entry (5 @ 5 pts. each)	25
3. Collaborative problem solving activities (2 @ 15 pts. each)	30
4. Final Project	30

Course Requirements

- 1. Introduction.** For the first assignment I would like you to introduce yourself. This will provide you the opportunity to share a few things about yourself to others in the class. You could share a story about yourself, and let others know why you are taking this class.
- 2. Five Journal Entries.** This weekly assignment helps you to reflect upon the assigned readings. It provides you the opportunity to relate the material of the course to your prior knowledge and experience. **Each entry is due Sunday night** for the upcoming discussion (see schedule for due dates). You should upload journal entries every week using the journal tab on the e-college website. Journal entries should be between 3-4 pages (Times New Roman, 12-point font, double-spaced).
- 3. Threaded discussion participation.** Every week I will post a few threaded discussion topics based on the assigned readings. You are expected to contribute actively and thoughtfully to the threaded discussions throughout the week. Active participation will provide you the opportunity to ask questions and post comments to the different threads by spending the whole week thinking about the issues raised by others and helping to create a rich and meaningful class conversation.

Please be aware that participation and earning points will depend on the quality of your questions/comments. Very short comments that do not address or elaborate on the issue being discussed will not earn participation points. Also posting several comments/questions on Friday afternoon does provide the class the time or opportunity to think about your point and respond appropriately. Last minute postings may not earn you participation points.

- 4. Collaborative problems and related discussion.** Students will be assigned to small groups. The instructor will provide problems to the groups. 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 two collaborative problems.

Everyone is expected to make constructive contributions on each problem, regardless of assigned role.

- 5. Final Project.** Each student will complete a final project. This will be done individually, rather than in a group. You will be asked to analyze a series of video taped segments of young children’s mathematical problem solving in their classroom making use of concepts discussed in the class. (Further details about the project will be presented later).

Policies:

Academic Integrity

Please make sure you know the University policy on academic integrity (www.rcstudentservice.rutgers.edu/academic_integrity.html). As college students, I expect you to have high academic and integrity standards. Thus, I expect all your assignments to be your original work (or original group product, where required). If at any point during the semester, you need help, please see me or other appropriate services at Rutgers.

Accommodations for People with Disabilities

Any member of the class with a disability can be provided with appropriate accommodations. You should consult the Office of Disability Services at Rutgers, The State University of New Jersey. I will work with you in order to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Services are available only to students who submit appropriate documentation.

Tentative Course Outline and Important Dates:

Date	Topic	Assigned Readings	Weekly Assignments/Due Dates
Week 1 May 28- May 31	Introduction Foundations of Development -The study of human development - Biocultural Foundations -Prenatal Development and Birth	Ch. 1, 2, 3 (LCC)	1. Upload introduction by May 29 2. Participate in online discussions 3. Upload journal entry by June 2 for week 2 readings
Week 2 June 3-June 7	Early Infancy: -The first three months -Physical and Cognitive Development in	Ch. 4, 5, 6 (LCC) Morelli, Rogoff, Oppenheim & Goldsmith (1992)	1. Participate in online discussions 2. Submit 1 st collaborative problem by June 7

	<p>Infancy -Social and Emotional -Development in Infancy</p>	<p>Henderson, Gerson, & Woodward (2008)</p>	<p>3. Upload journal entry by June 9 for week 3 readings</p>
<p>Week 3 June 10-June 14</p>	<p>Early Childhood: -Language Acquisition -Physical and Cognitive Development in Early Childhood -Social and Emotional Development in Early Childhood -Contexts of Development</p>	<p>Ch. 7, 8 (LCC) Bruner & Sherwood (1976) Trionfi & Reese (2009)</p>	<p>1. Participate in online discussions 2. Upload journal entry by June 16 for week 4 readings</p>
<p>Week 4 June 17-June 21</p>	<p>Early Childhood: Social and Emotional Development Middle Childhood: Physical and Cognitive Development</p>	<p>Ch. 9, 10, 11 (LCC) Valish, Carpenter, & Tomasello (2010) Gauvain & Perez (2005)</p>	<p>1. Participate in online discussions 2. Submit 2nd collaborative problem by June 21 3. Upload journal entry by June 23 for week 5 readings</p>
<p>Week 5 June 24-28</p>	<p>Middle Childhood cont.: -School as a Context for Development - Social and Emotional Development</p>	<p>Ch. 12, 13 (LCC) Siegler, Duncan, Davis-Kean, Duckworth, Claessens, Engel, Susperreguy, & Chen (2012) Crick & Grotper (2005)</p>	<p>1. Participate in online discussions 2. Upload journal entry by June 30 for week 6 readings</p>
<p>Week 6 July 1-5</p>	<p>Adolescence -Physical and Cognitive Development -Social and Emotional Development</p>	<p>Ch. 14, 15 (LCC) Campione-Barr & Smetana (2010) Hallett, Chandler, & Lalonde (2007)</p>	<p>1. Participate in online discussions 2. Final project due July 3</p>