

Introduction to Child Psychology: Infancy through Adolescence
15:295:512:01---Fall 2014
3 Credits

Instructor: Dr. Ellen Herr-Israel	Day & Time: Monday 4:50-7:30
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Email: aeisrael@comcast.net	Office Hrs: by arrangement (contact me via email to set up an appointment)
Mode of Instruction:	
<input type="checkbox"/> Lecture	<input type="checkbox"/> Hybrid
<input checked="" type="checkbox"/> Seminar	<input type="checkbox"/> Online

Course catalogue description

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 is 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 (research articles) and popular press items.

Class materials/ Textbooks:

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

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 criteria listed below. The course grade will be based on the following:

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| 1. Attendance, group work, weekly assignments and participation in class discussions | 35 |
| 2. Developmental Analysis | 30 |
| 3. VMC assignments (readings, videos and on-line discussion) | 10 |
| 4. Final Project/Constructing an Analytic | 25 |

What is expected of you?

- Attendance, weekly group assignment/comments and discussions.** To receive full credit you are expected to attend each class, to have completed the assigned reading and submitted notes/comments/questions, and to participate in the group assignments and discussions. Each week students are expected to read the assignment for the next class. Students will provide notes pertaining to the assigned reading which should include comments (what you find surprising, interesting, confusing, etc.) and two or more questions that may be used in class discussions. These notes should be submitted via email to the instructor by 5pm on the Saturday prior to Monday's class. In addition, groups will be given

12 activities over the course of the semester. The group should discuss the topic and address the questions posed. One person will be the scribe (this will rotate each week with each person doing it 3 times over the course of the semester), providing a written overview of the group's discussion. This will be used in class discussion the following week. Time will be given in class to work on these assignments.

2. **Developmental Analysis.** You will choose between one of two options for this project. Each is a written analysis of how an environment may influence a child's development. The analysis should draw from the assigned reading. The grade will be based on how thorough the analysis is (e.g. a discussion of the child's cognitive, affective, physical and social development) as well as the strength of the rationale for one's argument concerning the child's development. The analysis should be approximately 4 to 5 pages, double spaced, 12pt. font and 1 inch margins. Due date is 11/10/14

Option 1: A written analysis of a child you know in terms of Bronfenbrenner's Ecological Systems Theory. Describe the child's microsystem, mesosystem, exosystem and macrosystem. How does each influence the child's development?

Option 2: Make five 30 minute observations of a child you know and take notes concerning the child's behavior, activity during the observation. The notes will serve as the basis for an analysis of the child's development with respect to the theories of Freud, Erikson, Piaget and/or Vygotsky.

Option 3: Identify a specific environment in your world and discuss the degree to which it supports or enhances human development. This may be your city, your culture, your community, etc.

3. **VMC assignments** – see attached description
4. **Final project** – see attached description

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

Tentative list of topics for discussions (by week)

Week	Topic	Readings	Assignments
1) 9/8	Introduction of course and requirements		
2) 9/15	Foundations of Development The study of human development	Ch. 1 (LCC)	Group assignment 1: Apply; Connect: Discuss p. 29
3)	Biocultural Foundations	Ch. 2, 3 (LCC)	Discuss group assignment 1

9/22	Prenatal Development and Birth		Group assignment 2: Apply; Connect; Discuss p. 57
4) 9/29	Infancy: Physical and cognitive development in infancy	Ch. 4 & 5 (LCC)	Discuss group assignment 2 Group assignment 3: Apply; Connect; Discuss p. 177
5) 10/6	Infancy (continued) -Social and emotional Development in infancy Language Acquisition	Ch. 6 & 7 (LCC)	Discuss group assignment 3 Group assignment 4: Apply; Connect: Discuss p. 221
6) 10/13	Physical and cognitive development in early childhood	Ch. 8 (LCC) Introduction of Final Project	Discuss group assignment 4 Group assignment 5: Apply; Connect: Discuss p. 267
7) 10/20	Social and emotional development in early childhood	Ch. 9 (LCC) Mahler (1972) Karen (1990)	Discuss group assignment 5 Group assignment 6: Apply; Connect: Discuss p. 329
8) 10/27	Contexts of development	Ch. 10 (LCC) + TBD	Discuss group assignment 6 Group assignment 7: Apply; Connect: Discuss p. 364
9) 11/3		Class in computer lab in Alexander Library/Demo on using VMC Analytic Tool	
10) 11/10		Developmental Analysis Due Discussion	Discuss group assignment 7 Group assignment 8: Apply; Connect: Discuss p. 380
11) 11/17	Physical and cognitive development in middle childhood School as a context for development	Ch. 11 & 12 (LCC)	Discuss group assignment 8 Group assignment 9: Apply; Connect: Discuss p. 425
12) 11/24	Social and emotional development in middle childhood	Ch. 13	Discuss group assignment 9 Group assignment 10: Apply; Connect: Discuss p. 496
13) 12/1		Final Project Due Discussion	
14) 12/8	Physical and cognitive development in adolescence	Ch. 14 Werner (1989)	Discuss group assignment 10 Group assignment 11: Apply; Connect: Discuss p. 547
15) 12/15	Social and emotional development in adolescence	Ch. 15 Kowalski & Limber (2007)	Discuss group assignment 11 Group assignment 12: Apply; Connect: Discuss p. 596

Citations

Kowalski, R. & Limber, S. (2007). Electronic Bullying Among Middle School Students. *Journal of Adolescent Health, 4*, pp. 522-530

Karen, R. (1990). Becoming Attached. *The Atlantic Monthly*. (February), pp. 35-70.

Mahler, M., Pine, F. & Bergman A. (1975). On the first three subphases of the separation-individuation process. *The Psychological Birth of the Human Infant*, Hutchinson & Co. Ltd. pp. 333-338.

Werner, E. (1989). Children of the Garden Island. *Scientific American*, April, pp. 106-111.

Grading of weekly notes, group assignments and participation

Each week I will evaluate student performance according to the following:

√+ This is 'A' quality work. Student's written notes/questions demonstrate thoughtful consideration of the material and well organized. Participates in class and works well with group assignments.

√ This is 'B' quality work and is given when there is an element of 'A' quality work missing but there are no glaring omissions or quality of work.

√- This is 'C' or lower quality work and is given when work and participation is subpar.

These weekly evaluations are averaged for the final grade in this area.

Grading Rubric for Developmental Analysis

Evaluation Components

1. Evidence of critical thinking and thoughtful consideration of the question (evidence is evaluated, a logical argument is presented, fact and opinion are separated).

Points: 0 no evidence of critical thinking;

7.5 critical thinking and thoughtful consideration of the question evidenced and major issues addressed

2. Organization and style of writing including spelling, grammar and punctuation (e.g. the paper is well written using correct grammar and spelling).

Points: 0 no evidence of organization, many grammatical, spelling, and stylistic errors

7.5 very well organized and well written, no major grammatical, spelling, and stylistic errors

3. Content as it reflects material and concepts covered in the course (e.g. multiple appropriate citations from the text and class discussions are included to support the argument)

Points: 0 no evidence of connections drawn from course content

7.5 clear and insightful connections drawn to course content

4. Quality and degree of comprehensiveness (e.g. all aspects of the questions are adequately addressed).

Points: 0 no evidence of thoroughness or comprehensiveness

7.5 thorough and comprehensive answer to question

Total points possible: 30

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VMC Assignments and Final Project

VMC Assignments

The VMC assignments are integral to working towards the final project. During class on October 13, Dr. Marjory Palius and GA Esther Winter will introduce the Video Mosaic Collaborative (VMC) as an NSF-funded initiative to make accessible a seminal collection of videos and related resources from more than two decades of prior research on students learning mathematics and the classroom or informal cultures that promote their learning. They also will describe current research on Cyberlearning, in which graduate students use VMC videos and a video editing and annotation tool to create multimedia narratives that tell a particular story about child learning and development. Experience from their earlier design research suggests that students benefit from opportunities to view videos and then reflect upon them and discuss critically with others what they observed before attempting to make such multimedia stories, called VMC Analytics. Thus, a set of VMC assignments is being implemented over several weeks to view and discuss some videos to consider how they may illustrate aspects of cognitive, social and/or affective development that are being studied in this course. A Sakai site is being used to engage students with the VMC assignments, details of which are as follows:

Dates	Activities	Assignments
Oct 13 – Oct 19	<ul style="list-style-type: none"> In-class introduction to VMC on 10/13 Watch videos together of Grade 1 Stephanie’s group, clips 1-4 (as they work on word problems 1-6), and begin discussion Explain how we will use Sakai to continue this strand of activities online Introduce the final project 	<ul style="list-style-type: none"> Watch videos of Grade 1 Stephanie’s group, clips 5-7 (revisiting word problems 1-6) Watch videos of Grade 1 Jeff’s group, clips 1-3 (doing word problems 1-6) Engage in online discussion about these videos and the ones seen in class on 10/13
Oct 20 – 26	<ul style="list-style-type: none"> Continue with online work 	<ul style="list-style-type: none"> Watch video of PUP-Math Shirts & Pants Read two short book chapters: Maher, C. A. (2010). The longitudinal study. In C. A. Maher, A. B. Powell, & E. B. Uptegrove (Eds.), <i>Combinatorics and Reasoning: Representing, Justifying, and Building Isomorphisms</i> (pp. 3-8). Springer: New York, NY. Maher, C. & Uptegrove, E. (2010). Methodology. In C. A. Maher, A. B. Powell, & E. B. Uptegrove (Eds.), <i>Combinatorics and Reasoning: Representing, Justifying, and Building Isomorphisms</i> (pp. 9-16). Springer: New York, NY. Engage in online discussion per the prompts appearing on the Sakai site
Oct 27 – Nov 2	<ul style="list-style-type: none"> Continue with online work 	<ul style="list-style-type: none"> Watch video of PUP-Math Towers Watch video of PUP-Math Gang of Four Read book chapters: Maher, C. A. & Martino, A. (1996). Young

		<p>children invent methods of proof: the "gang of four." In P. Nesher, L. P. Steffe, P. Cobb, B. Greer and J. Goldin (Eds.), <i>Theories of mathematical learning</i> (pp. 1-21). Mahwah, NJ: Lawrence E. Erlbaum Associates.</p> <ul style="list-style-type: none"> Engage in online discussion per the prompts appearing on the Sakai site
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Final Project

As mentioned above, the VMC assignments lay a foundation for working on the final project. The gist of the project is to create a multimedia narrative about a particular theme you will have encountered in this course about children’s cognitive, social and/or affective development. You will use the VMC Analytic tool to create a scholarly paper that combines text articulating key ideas of the developmental concept or theme you’ve chosen with video examples that illustrate points you make in your written descriptions. In the overall description of your analytic, it is expected that you will make reference to appropriate literature that you draw upon to describe developmental concepts encountered in this course. Descriptions of each event in the analytic (the series of edited and annotated video segments) are expected to guide the viewer through the scholarly story you compose, drawing attention to what should be noticed in the video and how it illustrates a relevant aspect of the developmental theme that is the overall topic of your analytic. The project will be introduced in two phases: first, conceptually and then, technically. The final VMC Analytic will be due towards the end of the semester, according to the following timeline:

- Class on 10/13/2014 Intro to Final Project – describe what the course project entails and the potential for what it can become; show an example of a published VMC Analytic; and share with the class the rubric for evaluating the final projects to be created in this course
- Class on 11/3/2014 Demo session on VMC Analytic Tool – class to be held in the SCC Information Handling Lab - 413, Archibald S. Alexander Library, 169 College Ave, CAC – the demonstration of how the tool functions will be followed by time for students to begin creating on their own analytics so they can get hands-on experience with how the tool works, get questions answered, etc.
- Class on 11/24/2014 Projects due – some class time can be spent on viewing analytics that have been made, by asking for student volunteers to share their work with the class