

Introduction to Child Psychology
15:295:512:90
3 Credits

Instructor: Hebbah El-Moslimany	Day & Time: Online
Phone Number:	Location: http://ecollege.rutgers.edu
Email: hebbah.el-moslimany@gse.rutgers.edu	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
Mode of Instruction:	
<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar	<input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online

Course Information:

Class Meetings: Online

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

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), and primary source materials (some research articles from refereed journals).

Characteristics of the Class:

This course is being taught online, so all the instruction and class discussions will occur via the e-college platform, which differs from a traditional face-to-face course. Each week we will cover a number of readings, which will set the weekly topics for discussions. 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, there is a strong emphasis on student-driven learning. After you finish your weekly readings, it is important for you to go online and participate in the discussion, and continue to do this though out the week.

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	2
2. Threaded discussion participation (2 pts. weekly for 13 weeks)	26
2. Journal Entry (12 @ 1 pt. each)	12
3. Collaborative problem solving activities (3 @ 10 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. Twelve 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 under the document sharing tab on the e-college website. Journal entries should be 1 page (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 three collaborative problems. Everyone is expected to make constructive contributions on each problem.

- 5. Final Project.** Each student will complete a final project, an environmental analysis. This will be done individually, rather than in a group. The purpose of the project is to identify a specific environment in your world and discuss the degree to which it supports or enhances human development. Further details can be found on the ecollege site.

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>.

Tentative Course Outline and Important Dates:

Date	Topic	Assigned Readings	Weekly Assignments/Due Dates
Week 1 September 2- September 5	Introduction Foundations of Development -The study of human development	Ch. 1 (LCC)	1. Upload introduction by September 4 2. Read Ch. 1 and start to participate in the online discussion 3. Upload journal entry by September 7 for week 2 readings
Week 2 Week of September 7	-Biocultural Foundations -Prenatal	Ch. 2, 3 (LCC) Fraley, Griffin, Belsky,	1. Participate in online discussions 2. Upload journal

	Development and Birth	& Roisman (2012)	entry by September 14 for week 3 readings
Week 3 Week of September 14	Early Infancy: -The first three months -Physical and Cognitive Development in Infancy	Ch. 4 & 5 (LCC) Morelli, Rogoff, Oppenheim & Goldsmith (1992)	1. Participate in online discussions 2. Upload journal entry by September 21 for week 4 readings
Week 4 Week of September 21	Infancy cont.: -Social and Emotional Development in Infancy	Ch. 6 (LCC) Berger, S. E., Adolph, K.E. & Kavookjian, A. (2010) Henderson, Gerson, & Woodward (2008)	1. Participate in online discussions 2. Upload journal entry by September 28 for week 4 readings
Week 5 Week of September 28	Early Childhood: -Language Acquisition	Ch. 7 (LCC) Bruner & Sherwood (1976)	1. Participate in online discussions 2. Submit 1 st collaborative problem by October 3 3. Upload journal entry by October 5 for week 6 readings
Week 6 Week of October 5	Early Childhood cont.: -Physical and Cognitive Development in Early Childhood	Ch. 8 (LCC) Trionfi, G. & Reese, E. (2009)	1. Participate in online discussions 2. Upload journal entry by October 12 for week 7 readings
Week 7 Week of October 12	Early Childhood cont.: -Social and Emotional Development in Early Childhood -Contexts of Development	Ch. 9 & 10 (LCC) Vaish, Carpenter, & Tomasello (2010)	1. Participate in online discussions 2. Upload journal entry by October 19 for week 8 readings
Week 8 Week of October 19	Middle Childhood: -Physical and Cognitive Development in Middle Childhood	Ch. 11 (LCC) Gauvain, M. & Perez, S. (2005)	1. Participate in online discussions 2. Upload journal entry by October 26 for week 9 readings

Week 9 Week of October 26	Middle Childhood cont.: -School as a Context for Development	Ch. 12 (LCC) Maynard, A.E. (2002) Siegler, Duncan, Davis- Kean, Duckworth, Claessens, Engel, Susperreguy, & Chen (2012)	1. Participate in online discussions 2. Submit 2 nd collaborative problem by October 31 3. Upload journal entry by November 2 for week 10 readings
Week 10 Week of November 2	Middle Childhood cont.: - Social and Emotional Development in Middle Childhood	Ch. 13 (LCC) Crick, N. & Grotpeter, J. (1995)	1. Participate in online discussions 2. Upload journal entry by November 9 for week 11 readings
Week 11 Week of November 9	Adolescence -Physical and Cognitive Development in Adolescence	Ch. 14 (LCC) Campione-Barr, N. & Smetana, J.G. (2010)	1. Participate in online discussions 2. Upload journal entry by November 16 for week 12 readings
Week 12 Week of November 16	Adolescence cont.: -Social and Emotional Development in Adolescence	Ch. 15 (LCC) Arnett, J. (1999) Hallet, D., Chandler, M. & Lalonde, C. (2007)	1. Participate in online discussions 2. Upload journal entry by November 23 for week 13 readings
Week of November 23	No class this week	Happy Thanksgiving!	
Week 13 Week of November 30	Perspective on Development -Long Range: Children, Families, Communities	Erikson TBA (Childhood and Society)	1. Participate in online discussions 2. Submit 3 rd collaborative problem by December 5 3. Work on final project.
December 12			1. Final project due on December 12

