

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY  
GRADUATE SCHOOL OF EDUCATION  
RUTGERS UNIVERSITY

Cognition & Language: Birth to Eight: 290:522  
Fall 2015 August 31, 2015

**DRAFT -Reading subject to revision**

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

The book is available at The Rutgers Bookstore and Online Sources. Other readings are available electronically on the Pearson e-College course site.

#### 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 active participation is 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. Weekly notes/questions and discussions of assigned readings and (25%). I expect each student in class to read the assigned readings for each class and be prepared to actively participate in online discussions.

Each week post some comments and questions about the readings and other sources regarding the topic of the week. Approximately 150-250 words per each reading, or integrate your comments and make the post a bit longer. Post your comments by midnight the day noted on the syllabus. Post your own comments first, then go back and react to some others' posts.

2. Critical abstract (15%) of a research article, approximately 1,000 words in length--Due 10/5. 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. See attached the reference list for examples of APA style.

3. Observations (30%): Many students mention this as one of their finest educational experiences.

Post notes about your observations weekly as they occur. I expect weekly posts beginning by week 3 (week of 9/15) and continuing until you have completed all observations.

A. Infants or toddlers. Approximately 6 weekly observations should be made, each between 30 and 60 minutes long. 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.

B. Young Children in a Group Setting. Approximately 8 hours of observations spread across at least 4 visits. Ideally this should be a preschool or K-3 classroom. If this is not possible we can discuss other possibilities. Please observe the same child at each visit. Note child's age and pseudonym on each observation.

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

4. Term paper (30%). Due Nov. 23 About 3,000 words in length reviewing a topic of your choice. If the paper is excessively long it will be returned for revision. Give your paper an interesting title. References should be in APA style. Please make use of 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 and Post this under Course Home.

Paper topics should be discussed with and approved by the instructor. Please post your topic and a list of references thus far by October 19.

#### 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.

Cognition & Language: Birth to Eight: 290:522  
Fall, 2015      June 26, 2015

Weekly Topic:                                      Topic and Assignments    Comments due by Midnight

1. 9/1-6 Theory and Sensorimotor development  
     Piaget & Inhelder (1969) The Psychology of the Child. (Ch 1, Sec. 1-4)  
     Decarie (1969)  
     Hakke & Somerville (1985)
  
  2. 9/7-12 Theory and real Life  
     Thelen (2005)  
     Leherer (2008)
  
  3. 9/17 Fetal and Neurological Development and the Long Term  
     Johnson & Hann (2011)  
     Vygotsky (1978). Mind & Society. Ch.6  
     DiPietro et al. (2004)  
     Brain Websites
  
  4. 9/24 Perception and Early Cognitive development  
     Gottfried , Rose & Bridger (1977)  
     Quinn (2005)  
     Rovee - Collier & Boller (1995)
  
  5. 10/1 Attention and Autism  
     Ruff & Rothbart (1996) Chap 3  
     Corkum & Moore (1998)  
     Liberti (2010)  
     Autism Websites: New Diagnostic Criteria
- 10/5 Midnight ABSTRACT/CRITIQUE    DUE**
6. 10/8 Learning in infancy and the transition to mental representation  
     McCune & Ruff (1985)  
     Piaget & Inhelder Chapter 3  
     McCune (2008) Chapter 4
  
  7. 10/15 Symbolic Development/Play & language  
     Vygotsky, Ch 7  
     McCune (1995)  
     Kraft & Berk (1998)  
     McCune (1986) (optional)  
     Guitierrez-Solano (2010)

**10/19 Term Paper Topic Due**

## 8. 10/22 Language I

Fraiberg (1977)  
 McCune et al. (1996)  
 Dore et al (1976)

## 9. 10/29 Cognitive Development

Piaget & Inhelder, Ch. 4  
 Kamii (2004)  
 Chiappe et al. (2002)  
 You-Tube demonstrations of conservation

## 10. 11/5 Language II

Language Acquisition websites.  
 McCune (2008) Chapter 5  
**TBA**

## 11. 11/12 Environmental Effects

O'Connor et al. (2000)  
 Burchinal, et al. (2000)  
 Phillips & Malloy (2012)

From The New York Times: The Way to Beat Poverty <http://nyti.ms/1tQ9Kh2>

## 12. 11/19 Risk and Intervention

Hewitt, et al. (2005)  
 Roberts et al. (2008)  
 Tymms & Merrill (2011)

Autism: Kids who beat it-<http://www.nytimes.com/2014/08/03/magazine/the-kids-who-beat-autism.html>

**11/23 Term Papers Due at Midnight**

11/26 No new work Thanksgiving 11/28

**12/7 Observation Report due at Midnight**

## 13. 12/3 Term paper Discussion

## 14. 12/10 Language III : Bilingualism

Bialystok (2015)  
 Crawford (2000)  
 Fierro-Cobas (2001)  
 Vihman & McLaughlin (1982)  
 Johnson & Newport (1989 [1993])

## 15. 12/17 Observation Report Discussion

### 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 1,000 words (1200 or more and you will be asked to revise). Please report on an article that includes infants or young children with disabilities as participants.

### How to Post Your Paper

You will find a place under "Course Home" to post your abstract/critique. Please save your paper using a filename beginning with your last name: mccune abstract.docx for example. Save your article pdf similarly: mccune article.docx. I will be saving these to my desktop for review and using track changes to provide comments. I need your names in the file names to keep them straight.

### 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 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 copy of the article you have critiqued.

4.) Please bring 3 extra copies of your abstract/critique to share with other students.

### 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.commnet.edu/library/index.htm>

References for 290:522

Fall, 2014 To be updated!

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Burchinal, M. E., et al. (2000). Relating quality of center-based care to early cognitive and language development longitudinally. *Child Development*, 71, 339-357.

Chiappe, P., Siegal, L.S., & Gottardo, A. (2002) Reading-related skills of kindergarteners from diverse linguistic backgrounds. *Applied Psycholinguistics* 23, 95-116.

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Crawford, J. (2000) Language politics in the United States. In (Eds) Orando, G.J. & McLaren, P. The politics of multicultural education.

Decarie, T. G. (1969). A study of the mental and emotional development of the thalidomide child. In B. M. Foss (Ed.), *Determinants of Infant Behavior* (Vol. 4, pp. 167-295). London: Methuen.

DiPietro, J.A., et al. (2004) Fetal neurobehavioral development: A tale of two cities. *Developmental Psychology*, 40, pp 445-456.

Dore, J., Franklin, M., Miller, R. T., & Ramer, A. L. H. (1976). Transitional phenomena in early language acquisition. *Journal of Child Language*, 3, 12-28.

Fierro-Cobas, V. & Chan, E. (2001) Language development in bilingual children: A primer for physicians. *Contemporary Pediatrics* July 1, 2001.

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Hakke, R. J., & Somerville, S. J. (1985). Development of logical search skills in infancy. *Developmental Psychology*, 21, 176-186.

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Hewitt, L.E. et al. (2005) Language sampling from kindergarten children with and without SLI: Mean length of utterance, IPSYN, and NDW. *Journal of Communication Disorders* 38, 197-213.

Johnson, M.H. & Hann **Check date** (1997) *Developmental Cognitive Neuroscience*. London, Blackwell.

Johnson, J. S., & Newport, E. L. (1989). Critical period effects in second language learning: The acquisition of English as a second language. *Cognitive Psychology*, 21, 60-99. **or update**

Kamii, C et al. (2004) Logico-mathematical understanding in block-building of 1-4 year-olds.

(incomplete)

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