

*Introduction to Child Psychology (15:295:512)*  
*Spring 2015*

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**Office hours:** Wednesdays, 2:00 to 4:00 and other times by arrangement

**Textbook:**

Lightfoot, C., Cole, M. & Cole, S. (2013). *The development of children, 7<sup>th</sup> edition*, New York: Worth Publishers. (LCC on syllabus)

**About this course:**

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. This will be 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 (some research articles from refereed journals) and occasionally some popular press items.

**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](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>.

### **The course is fully online.**

Instead of meeting face to face on campus once a week for three hours, we will communicate with each other online. All instruction and class discussion occurs via the internet. The course content and workload is comparable to on campus sections of the class although some assignments have been adapted. As an online student you will have access to the Rutgers Libraries and other Rutgers University resources that would be available in an on-campus course.

While there are no required meetings on campus you are always welcome to meet with me on campus during my office hours or at another mutually convenient time. We can also schedule a phone conversation. That said, The best way to reach me is e-mail, [susan.golbeck@gse.rutgers.edu](mailto:susan.golbeck@gse.rutgers.edu).

### **On-line support:**

Information about technical support with the Rutgers e-college system should be available on the website where you log in. Also, help information is available by clicking on the Tech Support tab on the upper right side of the screen. If you have problems with any aspect of this, please let me know, and I'll try to direct you to someone who can help. This online system is sometimes slow so be patient and try a couple times before contacting the help desk.

### **Readings on-line:**

Assigned readings, other than the textbook, are an important part of the class. These are available on the Document Sharing tab on the upper right of the screen. The readings are organized by broad categories; Foundations, Infancy, Early Childhood, Middle Childhood and Adolescence. To find the reading for a particular week, click on the appropriate category and then scroll down the screen to see the authors and articles. Just click on the author name and it should lead you to a pdf file of the reading. In addition to the assigned readings in the category are additional resource readings. These are marked with stars (\*\*).

**Video Resources.** We will be using video from several sources throughout the course. Some of these can be accessed through the link to the "reserve reading" in the library. This gives you access to commercial video that is part of RU library collection. A second source of video is from The Robert B. Davis Center Institute for Learning and a research project on children's mathematics learning. This collection is referred to as the Video Mosaic Collaborative. More details about accessing these items will be provided as they come up during the semester.

## What is expected of you?

Each week you will complete a reading assignment, from the textbook and at least one additional article. You will write a short critical commentary on the reading and post it. In addition, there are six small group discussion problems, a library research paper and project using video resources and learning tools. All of these are explained in greater detail below and also under the first unit on the website.

You are expected to complete the reading and prepare yourself to participate in a discussion about it the following week.

You should plan to check the website regularly-- several times a week, if not more often. You should check the announcements on the course home page. You can also see if anything has changed since you last logged in. The main things you need to do are:

1. **Read assignments from the textbook as well as supplemental articles.**

Topics and assigned reading topics are shown in Topic & Assignment Overview below this section. (More details about both are provided. under the Assignment Matrix Tab.) The section on Course Topics and Assignment (see Assignment Matrix Tab in the Introduction section) identifies the focus of the **reading** for the week.

For most weeks there is one chapter in the textbook, an article under Document Sharing and lecture notes. You should complete this work and make a journal entry (described below) by noon on Monday-- the first week's assignment should be completed by Jan 26.

2. **Read the "lecture" for the week.** . Each topic includes a brief overview and orientation followed by a lecture outline. You will have access to these "units" gradually as we move through the class. Reading is drawn from the textbook (written by accomplished scholars in the study of human development) and selected articles and book chapters. These articles are primary sources from the field. Some weeks you may notice references to them in the textbook.
3. **Review assigned video materials if there are any.** On some weeks there will be video assignments. These will be available from different sources. Details will be provided as needed.
4. **Write a short reaction to the reading.** Use the tool in e-college called "Journal". You can see it on the top bar on your screen. Write your reaction to the week's reading there.
5. **Be prepared to participate in online discussions with classmates.** Most of these will be structured as small group discussions.
6. **Complete a final project.** The project may be a library research paper on an approved topic OR an analysis of classroom video from an elementary school math

classroom. For this analysis you will draw upon work we will explore in class. Further details about both will be forthcoming. Topics must be approved by March 2. The final project is due April 27.

I elaborate on these tasks further down on this document. Things are also detailed under the tab for Unit 1 on the left hand side of the screen.

**The course grade is based on:**

- Weekly journal entries; 3 pts weekly for 10 weeks. (30%)
- Group discussion and collaborative problems; 5 @ 8 pts each (40%).
- Research Paper/Final Project (30%).

Date	Topic (for your reading)	Assignment (to read this week & discuss the following week)
<b>Week of Jan 1920</b>	<b>Foundations of development: Conceptualizing psychological change</b> Organismic & Evolutionary Devel Traditional & contemporary learning) Cultural contextual	<b>Read Ch. 1 (LCC)</b> Werner, E. (1989). Children of the Garden Island. (Reprinted in Gauvain & Cole).
<b>Week of Jan 26</b>	<b>Biocultural Foundations of development: Co-evolution of culture &amp; biology</b>  <b>The cultural context of development in the US today</b>	<b>Ch 2, p. 49-78; From Ch 12, pp 429 - 444 (LCC)</b>  Erikson, E. (1950) Eight ages of man...  Methods of studying human development A longitudinal study of math knowledge
<b>Feb 2</b>	<b>The Beginnings: Prenatal, birth &amp; the first few months</b>	<b>Ch 3 &amp; 4 Section on research methods</b>  Morelli, Rogoff, Oppenheim & Goldsmith (1992)..

<b>Feb 9</b>	<p><b>Physical &amp; cognitive development in infancy</b>          Motor development          Self regulation &amp; the role of experience</p> <p><b>Social &amp; emotional development in infancy</b>          Early social experience          The context and a responsive environment.          Early experience and later life.</p>	<p><b>Ch . 5 (LCC)</b>          Baillergeon (2004) -- optional</p> <p><b>Ch 6 (LCC)</b>          Henderson, Gerson &amp; Woodward (2008)</p> <p><b>From library reserve--Video on Attachment.</b></p>
<b>Feb 16</b>	<p><b>Communication and language</b>          Shared social experience          Emergence of language</p>	<p><b>Ch 7 (LCC)</b>          Bruner &amp; Sherwood (1976)</p>
<b>Feb 23</b>	<p><b>Thought processes in early childhood</b>          Becoming a symbolizer          Early thought processes          Self regulation</p>	<p><b>Ch 8 (LCC)</b>          Trionfi &amp; Reese (2009).</p>
<b>Mar 2</b>	<p><b>Social development in early childhood;</b>          Gender          Peer relationships          Parenting &amp; families</p>	<p><b>Ch 9 &amp; Ch 10 (LCC)</b>          Cimpian, Mu &amp; Erickson (20012)          reaxsoning about number?          Recording knowledge (T-III con't)</p>
<b>Mar 9</b>	<p><b>Thinking in middle childhood</b>          Planning, strategizing,          Reflecting &amp; writing</p>	<p><b>Ch 11 (LCC)</b>          Gauvain &amp; Perez (2005)</p>
<b>Mar 23</b>	<p><b>Schooling and development</b>          Peer collaboration          Culture</p>	<p><b>Ch 12 (LCC)</b>          Rittle-Johnson, Siegler &amp; Alibali (2001)          Collaboration in problem solving TBA</p>
<b>Mar 30</b>	<p><b>Social &amp; moral development</b>          Social &amp; moral reasoning          Peers &amp; peer groups          Family &amp; community</p>	<p><b>Ch 13 (LCC)</b>          Crick, Grotpeter &amp; Bigbee (2002)</p>
<b>Apr 6</b>	<p><b>Adolescence</b>          Puberty &amp; physical development          Cognitive development</p>	<p><b>Ch 14</b>          Campione-Barr &amp; Smetana (2010)</p>
<b>Apr 13</b>	<p><b>Adolescence</b>          Cognition &amp; problem solving</p>	

<b>Apr 20</b>	<b>Adolescence</b> Social and emotional development Context and culture	<b>Ch 15 (LCC)</b> <b>Article TBA</b> Arnett (1999)
<b>Apr 27</b>	<b>Child development and social policy:</b> How can we use what we know?	TBA
<b>May 4</b>		TBA

**Notes for table:**

1. The references in the far right column labeled "LCC" refer to the textbook, *The development of children*, 7<sup>th</sup> ed., by Lightfoot, Cole & Cole (2013). Other items refer to journal articles or book chapters. Complete references for these items can be found in the Reference List below. Copies of these items as pdf documents are available under the Document Sharing Tab on the website.
2. Details about the discussion groups and the collaborative problems will be posted within the next week. There will be six collaborative group problems spaced throughout the semester. Each will be related to the reading and topic under discussion. Due dates will be posted for each.

**What is expected of you?**

You should plan to check the website regularly-- several times a week, if not more often. You should check the announcements on the course home page. You can also see if anything has changed since you last logged in. (Scroll down). Then:

**Read assignments from the textbook, supplemental articles and the lecture notes.**

Topics and assigned reading topics are shown in Topic & Assignment Overview below this section. More details about both are provided under the Assignment Matrix Tab. The Assignment matrix aligns with the syllabus. It includes dates for the assignments that you are expected to complete. All of this is in the Introduction section on the left side of the screen. The section on Course Topics and Assignments (see Assignment Matrix Tab in the Introduction section) identifies the focus of the **reading** for the week.

As I noted earlier, for most weeks there is one chapter in the textbook, an article under Document Sharing and the lecture notes under the corresponding unit and week. The units will open gradually as we go through the semester. You should complete the reading and make a journal entry (described below) by noon on Monday-- the first assignment should be completed by Jan 26.

**Read online instructional materials listed on the left hand side of the screen.** As already noted, each week is organized as a coherent topic within child psychology. We follow the organization of the text book-- broad principles of development and then a chronological progression through child development from the prenatal period through

adolescence. Each weekly segment includes a brief overview and orientation followed by a lecture outline. You will have access to these “units” and sub-units gradually as we move through the class. Reading is drawn from the textbook (written by accomplished scholars in the study of human development) and selected articles and book chapters. These articles are primary sources from the field. Some weeks you may notice references to them in the textbook.

My actual lecture notes have been uploaded and converted to html. Sometimes they look great, other times they are a mess. The clarity depends on your computer, my computer and many mysterious factors. All of the weekly notes are also available in Document Sharing as pdf files. I encourage you to take advantage of those. Explore the Document Sharing Tab and you should see them.

**Online Journal entry.** After completing the reading and reviewing the assignments for the week, write an entry in your online journal. This can be found under the Journal tab on the upper right corner of the website. The entry should be around 200 words and it can include a summary of key points and/or a short reaction. The journal entry is an opportunity for you to reflect upon and synthesize the reading. It can also serve as your personal notes on the reading. You can come back later and look at those notes. You are expected to complete 10 journal entries. . Complete the journal entry by Monday and be prepared to discuss it. .You will regularly be discussing the topic from the week before with the online discussion group to which are assigned.

**Due date for readings & journal/reaction.** As I noted above, you are expected to have the reading and the journal entry completed by the end of the weekend following the date listed on the syllabus for the topic. (e.g., The first assignment is for the week of Jan 20 so you should have completed the reading and posted a journal entry by Jan 27). The idea is to give you the opportunity to reflect upon your reading and to organize your thoughts for discussion during the coming week.

**Threaded discussion.** An important component of the instruction is your participation in threaded discussion. You will be asked to explore a topic with other students in your discussion group. For the first week, we will have a general discussion. By the second or third week you will be divided into smaller groups to enable more in depth discussion and shared reflection. You should always think about how your posts extend the discussion. Your contributions should contribute to the growth of ideas within the group.

**Collaborative problems and related discussion.** The main discussion activity includes collaborative problem solving. Students will be assigned to small groups. I will provide problems for discussion that (hopefully) draw upon the reading and other course material. Some of the discussion problems will make use of video from the Video Mosaic Collaborative. There will be six collaborative problems, each worth 5 points. Responsibilities for leading the discussion and preparing the group narrative will rotate (and be assigned by me). Everyone is expected to actively participate in each of the six problem discussions. Further details about this will be provided when we begin the first group problem.

**Research Report** (including critique). Each student will write a research paper on a problem or issue in child development. The paper that will include a brief review of five or more empirical studies published in professional journals. This will require using the Rutgers University library resources.

**A full reference list for assigned readings** (these are listed by author in the matrix above. (These can be found under the Document Sharing tab on the top bar of your screen. All files are in a pdf format.)

### **Foundations for Child Development**

Erikson, E. (1950) Eight ages of man. Ch. 7. *Childhood and Society*, pp. 247-274.

Werner, E. Children of the Garden Island. Reprinted in M. Gauvain, (ed.) *Readings in Child Development*.

### **Infancy**

Baillargeon, R. (2004). Infants' physical world. *Current Directions in Psychological Science*. Vol 13 (3), pp. 89-94.

Bruner, J. & Sherwood, V. (1976). Early rule structure: The case of "peekaboo". In R. Harre (Ed), *Life Sentences*, London: Wiley, 55-62.

Morelli, G., Rogoff, B., Oppenheim, D. & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, 28, 604-631.

Henderson, A., Gerson, S., Woodward, A. (2008). The birth of social intelligence. *Zero to Three*. [www.zerotothree.org/reprints](http://www.zerotothree.org/reprints)

### **Early Childhood**

Trionfi, G. & Reese, E. (2009). A good story: Children with imaginary companions create richer narratives. *Child Development*, 80(4), 1301-1301

[Diamond, A., Barnett, W.S., Thomas, J. & Munro, S. (2007). Preschool program improves cognitive control. *Science*, 318, 1387-1388. OPTIONAL]

Cimpian, A., Mu, Y. & Erickson, L.C. (2012). Who is good at this game? Linking activity to a social category undermines children's achievement. *Psychological Science*, 23(5) 533-541.

### **Middle Childhood**

Gauvain, M. & Perez, S. (2005). Parent participation in planning children's activities outside of school in European American and Latino families. *Child Development, 76*(2), 371-383.

Rittle-Johnson, B., Siegler, R. & Alibali, M. (2001). Developing conceptual understanding and procedural skill in mathematics: An iterative process. *Journal of Educational Psychology, 93*(2), 346-362.

Crick, N.R., Grotpeter, J.K. & Bigbee, M.A. (2002). Relationally and physically aggressive children's intent attributions and feelings of distress for relational and instrumental peer provocations. *Child Development, 73*(4), 1134-1142.

### Adolescence

Masten, A.S. & Osofsky, J.D. (2010). Disasters and their impact on child development: An introduction to the special section. *81*(4), 1029-1039.

Arnett, J. (1999) Adolescent storm and stress, reconsidered. *American Psychologist, 54*(5), 317-326.

Campione-Barr, N. & Smetana, J.G. (2010). "Who said you could wear my sweater?" Adolescent siblings' conflicts and associations with relationship quality. *Child Development, 81*, 464-471.

All of these references should be available in **Document Sharing**. Click on that tab and you will see different categories or folders. Click on the category (e.g., *Foundations for Child Development, Infancy, Early Childhood*, etc.) and then scroll down the screen. You will see a list of articles including the ones listed on the syllabus. Find the assigned reading in the list and click on the title. This will open a new document which is a reprint of the article-- most are pdf's of journal articles from the library. Be sure you scroll through the entire list of readings including the supplemental readings listed below.

### Supplemental Readings.

#### **Readings by topic area & coordinated with syllabus (None below are required)**

The articles listed below are supplemental reading. You are not expected to read all of these. The articles are grouped in age-related units corresponding to our syllabus. These are here as extra resources for you.

#### ***Foundations for Child Development***

Fraley, Griffin, Belsky, & Roisman, G. (2012). Developmental antecedents of political ideology: A longitudinal investigation from birth to 18 years. *Psychological Science,*

23(11, 1425-1431. (This is an example of a study examining an issue from a developmental perspective.)

Pinker, S. (2004). Why nature & nurture won't go away. *Daedalus*, Fall, 2004, pp 1-13.

### *Infancy*

Adolph, K.E., Cole, W.G, Komati, M., Garciaguirre, J.S., Badaly, D., Lingeman, J., Chan, G. & Sotsky, R. (2012). How do you learn to walk? Thousands of steps and dozens of falls per day. *Psychological Science*, 23(1),1387-1394.

Nelson, C., Zeanah, C., Fox, N., Marshall, P., Smyke, A. Guthrie, D. (2007). Cognitive recovery in socially deprived young children: The Bucharest Early Intervention Project. *Science*, 318,1937-1940..

Sai, F.Z. (2005). The role of the mothers' voice in developing mother's face preference: Evidence for intermodal perception at birth. *Infant and Child Development*, 14, 29-50. \*\*\*  
Fennell, C. & Waxman, S.R. (2010). What paradox? Referential cues allow for infant use of phonetic detail in word learning. *Child Development*, 81, 1376-1383..

### *Early Childhood*

Vaish, A., Carpenter, M. & Tomasello, M. (2010). Young children selectively avoid helping people with harmful intentions. *Child Development*, 81, 1661-1669. \*\*\*

Wagner, L., Greene-Havas, M. & Gillespie, R. (2010). Development of children's comprehension of linguistic register. *Child Development*, 81, 1678-1686.\*\*\*

Fawcett, L.M. & Garton, A. F. (2005). The effect of peer problem solving on children's problem solving ability. *British Journal of Educational Psychology*, 75, 157-169.

Howes, C., Guerra, A.G. & Zucker, E. (2008). Migrating from Mexico and sharing pretend with peers in the United States. *Child Development*, 54 (2), 256-288..

McClelland, M. & Morrison, F. (2003). The emergence of learning related social skills in preschool children. *Early Childhood Research Quarterly*, 18, 206-224.

Cimpian, A., Arce, H.C., Markman, E., & Dweck, C.S. (2007). Subtle linguistic cues affect children's motivation. *Psychological Science*, 18(4), 314-316. .

Dobel, C., Diesendruck, G. & Bolte, J. (2007). How writing system and age influence spatial representations of actions. *Psychological Science*, 18(6), 487-491).

Siegler, R. & Ramani, G. (2012). Playing linear board games-- but not circular ones-- improves low-income preschoolers numerical understanding. *Journal of Educational Psychology*.

[Diamond, A., Barnett, W.S., Thomas, J. & Munro, S. (2007). Preschool program improves cognitive control. *Science*, 318, 1387-1388. OPTIONAL]

### ***Middle Childhood***

Fawcett, L.M. & Garton, A. F. (2005). The effect of peer problem solving on children's problem solving ability. *British Journal of Educational Psychology*, 75, 157-169.

Maynard, A.E. (2002). Cultural teaching: The development of teaching skills in Maya sibling interactions. *Child Development*, 73, 969-982. \*\*\*

Killen, M. & Smentana, J. (2008). Moral judgment and moral neuroscience: Intersections, definitions and issues. *Child Development Perspectives*. 2(1) 1-6.

Siegler, R., et al. (2012) *Psychological Science*.

Tzuriel, D. & Egozi, G. (2010). Gender differences in spatial ability of young children: The effects of training and processing strategies. *Child Development*, 81, 1417-1430.

Epstein, L.H., McCurley, J., Wing, R.R. & Valoski, A. (1990). A five year follow up of family-based behavioral treatments for childhood obesity. *Journal of Consulting and Clinical Psychology*. 58, 661-664.

Kail, R. (2007). Longitudinal evidence that increases in processing speed and working memory enhance children's reasoning. *Psychological Science*, 18(4), 312-313. \*\*\*\*

Larsen, J.T., To, Y.M. & Fireman, G. (2007). Children's experience of mixed emotion. *Psychological Science*, 18(2), 186-191.

### ***Adolescence***

Hallet, D., Chandler, M. & Lalonde, C. (2007). Aboriginal language knowledge and youth suicide. *Cognitive Development*, 22, 392-399

Wainryb, C. (1995). Reasoning about social conflicts between cultures: Druze and Jewish children in Israel. *Child Development*, 66(2), 390-401