

Fall, 2016 (Ver. 2)
Introduction to Child Psychology: Infancy through Adolescence
15:295:512:90
3 Credits
Online

Instructor Name: Susan L. Golbeck	Email: susan.golbeck@gse.rutgers.edu
Phone Number 828 932 0828	10 Seminar Pl Rm 322
Office Hours: Wednesday, 2:00 to 4:00 and by arrangement.	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: <i>Department of Educational Psychology, Administrative Assistant.</i>

Learning goals: From the field of Learning, Cognition and Development:

- Students will attain mastery of psychological constructs and theories relevant to learning, cognition and development.
- Appropriately apply these psychological constructs and theories to educational settings and related applied contexts.
- Achieve skill in the critical evaluation of empirical evidence related to the psychology of education.
- Attain competence in oral and written communication on topics within educational psychology.

Selected course specific learning goals include the following:

1. Children learn and develop within and across the neurobiological, cognitive, linguistic, social, emotional and physical domains of functioning.
2. To acquire an awareness of theory in developmental psychology and its contribution to contemporary theory in learning, cognition and human development. Students will understand current research topics and associated methodologies in the field of child psychology and development.
3. An appreciation for developmental crises, disability, and the situational and environmental factors that affect both normal and abnormal behavior.

4. An appreciation of the empirically established dynamic interactions between children and their environments and how these influence developmental outcomes.
5. Strategies for facilitating learning and development across childhood and adolescence.

This is a survey course in psychology and human development but special consideration is given to issues relevant to classroom teaching and counseling within school and child care settings. These include; the distinction between learning and development, the long term effects of early experience, and the role of sociocultural context in development. The approach taken here draws upon psychology primarily but topics from sociology, anthropology and the biological sciences are also included. 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.

Course catalog description:

15:295:512 Introduction to Child Psychology: Infancy through Adolescence (3)
Growth and development from prenatal period through adolescence; topics include social-emotional development, language, cognition, learning, and perception.

Class materials/ Textbooks:

Lightfoot, C., Cole, M. & Cole, S. (2013). *The development of children, 7th edition*, New York: Worth Publishers.

Additional readings are available through the RU Libraries and the course website, Fall, 2016; Rutgers e-college and Pearson e-college.

Other description of course purposes, context, methods:

In addition to serving as one of the introductory courses in the Program in Learning, Cognition and Development in the Department of Educational Psychology, the course content may meet some requirements for some programs offered elsewhere in the Graduate School of Education and Rutgers University.

Grading policy: All written assignments are assigned a due date. Grades on any work submitted after that date may be reduced. Many assignments include class discussion and small group collaborative problem solving. Due dates for discussion participation are absolute. Participation in discussion is evaluated and makes up a portion of the course grade. Everyone is expected to participate on a regular basis. Failure to participate in

discussions and complete weekly assignments will lead to a lower grade. Guidelines for the research paper, group problems and write up, and other written work will be posted and discussed.

Assignments¹:

All written assignments are assigned a due date. Grades on any work submitted after that date may be lowered. Many assignments include class discussion and small group collaborative problem solving. Due dates for discussion participation are absolute. Participation in discussion is evaluated and makes up a portion of the course grade. Everyone is expected to participate on a regular basis. Failure to participate in discussions will lead to a lower grade.

Assignments will include: weekly writing assignments, weekly discussions, six focused group problems including both oral discussion and a written summary and one term paper requiring the use of primary source research journals from the RU Libraries

Web site: (If any)

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

https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/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>.

¹ Including exams, papers etc.

Course Schedule

Week	Assignments & Readings
Sept 4	<p>Foundations of development: Conceptualizing psychological change</p> <p>Read Ch. 1 (textbook: LCC) Werner, E. (1989). Children of the Garden Island. (Reprinted in Gauvain & Cole). (see supplemental resource packet)</p>
Sept 11	<p>Biocultural Foundations of development: Co-evolution of culture & biology. The cultural context today</p> <p>Ch 2, p. 49-78; From Ch 12, pp 429 - 444 (LCC) Erikson, E. (1950) Eight ages of man... from <i>Childhood & Society</i></p>
Sept 18	<p>The Beginnings: Prenatal, birth & the first few months</p> <p>Ch 3 & 4 Section on research methods Morelli, Rogoff, Oppenheim & Goldsmith (1992). The zika virus.</p>
Sept 25 Sept 25 (con't)	<p>Physical & cognitive development in infancy Motor development Self regulation & the role of experience</p> <p>Social & emotional development in infancy Early social experience ; the context and a responsive environment. Early experience and later life.</p> <p>Ch . 5 (LCC) & Ch 6 (LCC) Baillargeon (2004) -- optional Henderson, Gerson & Woodward (2008) Henderson & Wood (2011) (optional)</p>
Oct 2	<p>Communication and language Shared social experience Emergence of language</p> <p>Ch 7 (LCC) Wagner, Greene-Havas, Gillespie (2010)</p>
	Thought processes in early childhood

Oct 9	<p>Becoming a symbolizer Early thought processes Self regulation Ch 8 (LCC) Trionfi & Reese (2009).</p>
Oct 16	<p><i>Social development in early childhood</i> Gender; Peer relationships; Parenting & families Ch 9 & Ch 10 (LCC) Cimpian, Mu & Erickson (20012)</p>
Oct 23	<p><i>Thinking in middle childhood</i> Planning, strategizing. Reflecting & writing Ch 11 (LCC) Gauvain & Perez (2005) Koerber, Mayer, Osterhaus, Schwippert, Sodian. (2015)</p>
Oct 30	<p><i>Schooling and development</i> Peer collaboration. Culture Ch 12 (LCC) Rittle-Johnson, Siegler & Alibali (2001) Collaboration in problem solving</p>
Nov 6	<p><i>Social & moral development</i> Social & moral reasoning. Peers & peer groups. Family & community. Ch 13 (LCC) Crick, Grotpeter & Bigbee (2002)</p>
Nov 13	<p><i>Adolescence</i> Puberty & physical development; Cognitive development. Ch 14 Campione-Barr & Smetana (2010)</p>
Nov 20	<p><i>Adolescence</i> Social and emotional development Ch 15 (LCC) Arnett (1999) <i>Write up of Problem 5 is due.</i></p>
Nov 27	<p><i>Adolescence</i> Social and emotional development; Context and culture Science and our knowledge about development. Issues in adolescence today. Reading TBA</p>
Dec 4	<p><i>Transition to adulthood.</i> <i>Final major paper due.</i> Turn in your paper (following the APA Guidelines).</p>

Dec 11	<p>Child development and social policy: How can we use what we know? How are decisions about children made by government? What role do citizens and professionals play?</p> <p>Discussion of Posted Papers from students. <i>Write up of Problem 6 is due.</i></p>
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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*.

Jagers, R.J. (2016) Framing social and emotional learning among African American Youth: Toward an integrity based approach. *Human Development*. 59, 1-3.

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

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.

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

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.

Koerber, Mayer, Osterhaus, Schwippert & Sodian (2015). The development of scientific thinking in elementary school: A comprehensive inventory. *Child Development, 86*(1), 327-336.

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.*