

Rutgers University Graduate School of Education
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15:295:512 Introduction to Child Psychology Sec. 90

Professor Lorraine McCune

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Office Hours: By Arrangement	No prerequisites
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:

Textbooks:

Boyd & Bee (2013) *The Developing Child* 13th Edition ID=2723109

NY: Pearson Education, Inc. Listed by Chapter and/or page numbers in the schedule.

Piaget, L. & Inhelder (1969) *The Psychology of the Child* Listed as P&I in assignments

Course 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.

This course will introduce students to developmental psychology. While emphasis is on childhood, we also address adolescent and family issues.

Course Requirements

1. Your active participation is critical to success! Read all readings and provide rich and thoughtful comments and/or questions. **Weekly questions and comments regarding the readings 30%**
3. **Critical abstract of a research article. 20% Due February 20.** Type the reference to the article in APA style at the top of your paper. Approximate length 1000 words. Post on the class website.
4. **Observations of infant, toddler or child. 25%** Approximately 6 observations one hour each should be made. Post notes regarding your observation within 24 hours of completing it. Observation Reflection due **March 20.**

5. Term paper. Term paper (25%). **Due April 9** About 2,500 words in length reviewing a topic of your choice. **If longer than 2,700 words, the paper will be returned unread.** 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.

295:512 Fall 2015 Weekly Topics and Assignments: Boyd & Bee Chapters are noted as Ch 1, etc.: Piaget & Inhelder are noted as P&I with page numbers

Week 1 January 19-22

Ch 1 Basic Issues; Ch 3 Birth & Early Infancy

For subsequent classes make your first post by Midnight of the due date and continue discussion thereafter during the following week.

Week 2 January 27; Abilities of the newborn and later outcomes

Blackburn (undated) in doc sharing.

View the Brazleton Film

Read Ohgi et al. and write a practice critique using the guidelines.

Post optional practice abstract/critique of Ohgi et al. by February 6 at midnight.

Week 3 February 3: Infancy and Sensorimotor Development

Introduction to Piagetian Theory

Read Piaget & Inhelder (1969) 1-27. Ch 6 Cognitive Development I pp 135-142;

Week 4 February 10; Brain and Perceptual Development

Ch 4 pp 81-88 (Brain), Ch 5 Perceptual Development; Fraiberg 1977 on Children with Blindness

February 20: Critical Abstract Due by Midnight

Week 5 February 17: Symbolic Development

Ch 8 Language; P & I 51-68, 84-87 (sec 1-2); McCune (1994) McCune & Zlatev (Cog Psych, 2015)

Week 6 February 24: Bilingualism

How languages vary... and what about bilingualism?

Fiero-Cobas & Chan (2001); Hakuta & Bialystok (2003); Kwon (2015)

Week 7 March 2: Concrete Operations

Ch 6 Cognitive Development II Concrete Operations pp 143-152; P&I 92-114;

Vygotsky (1968) Learning and Development

Spring Break March 13 to 19

Week 8 March 9: Formal Operations

Ch 6 Cognitive Development 152-156; P&I pp 130-140; 149-159
 Dimant & Bearison (1991) Peer Interaction and formal Operations
<http://www.simplypsychology.org/formal-operational.html>

Observation Reflection due by March 20 midnight!**Week 9 Observation Discussion March 23**

Read others' papers and post comments

Use time this week to research for your term paper topic!

Week 10 March 30: Children with Disabilities

I do not recommend reading Bee & Boyd Chapter 15 on Atypical Development. It is completely out of date! We will read other materials.

Articles from docsharing

Phillips & Malloy (2012)

Blane et al. (2008) importance of early intervention in autism

TBA

Article from the webliography

Autism: Kids who beat it- from the New York Times

Please comment separately on the reading and the NJ Policy websites.

Websites

*Early Intervention in New Jersey

*Special Education Law in New Jersey

*Autism-related diagnoses from the DSM V

Term Paper Topic Due by April 2 Midnight**Week 11 April 6 Development across the Lifespan + Physical Development**

Ch 9 Personality; Ch Physical Development

Erikson (1950) Eight Ages of Man: From Infancy across the Lifespan **or**

Erikson & Erikson: On identity and Generativity

Week 12 April 13 Attachment and Development

Text Ch 11 pp 296-309

Karen (1990)

Mahler (1972)

Term paper due April 16 by midnight!**Week 13 April 20 The Broader Culture: Beyond the Family**

Ch 14 and articles on child care TBA

Week 14 April 27: development of the Self and the Family System
Ch 10 Development of Self and Ch 13 Family System; Pruett (1997) Fathers

Week 15 May 4:

1. Term Paper Discussion;

We discuss one another's papers online.

2. Discussion of Development overall

Bee & Boyd: Epilogue p. 400-419

Guidelines for Writing the Critical Abstract and Observation Reflection Paper

Article Critique Due October 10

- 1) Choose an article from a professional journal that publishes research pertaining to developmental psychology. Examples of acceptable journals are: *Developmental Psychology*, *Cognition*, *Journal of Child Language*, *Child Development*, *Infant Behavior and Development*, *Psychological Review*, *Journal of Experimental Child Psychology*, *Journal of Applied Developmental Psychology* and *Infant Mental Health Journal*. The article must be from a peer reviewed journal; it must be empirical (i.e. it should not be a literature review/summary – check that participants are cited), it should not include more than 2 experiments and should not involve undecipherable (on your part) statistics.
- 2) The critique should be headed with a proper citation of your article. The following is an example of a proper citation.

Zheng, M. and Goldin-Meadow, S. (2002). Thought before language: how deaf and hearing children express motion events across cultures. *Cognition*. 85, 145-175.
- 3) The paper should include a summary of each of the four parts of a research article, namely the Introduction/Literature Review section, the Methodology section, the Results section, and the Conclusion/Discussion section. **Numerical findings must be included in Results.**
- 4) The paper should also include a thoughtful critique of each relevant section. For example, are the researcher's questions important and hypotheses reasonable? Does the researcher use sound methodology or do you see problems? Are the results that are cited clear and accurate? Are the researcher's conclusions valid given the presented evidence? What are the shortcomings/limitations of the research reported in the article? Can you think of other possible investigations that would further our understanding of the topic addressed in the article?
- 5) **The paper should be approximately 1,000 words. Beyond 1200 it will be returned unread.**

Observation Reflection Paper

The objective of this reflection paper is to identify and state a theme that emerges from your observations. You should see the same child at each observation. A theme relevant to developmental psychology will emerge as you observe the child. This will be something about the child that is relatively consistent, of importance to his/her development and of interest to you. In the reflection paper you will identify the theme and then discuss how your observations of the child support the theme. For example, suppose your theme concerns the social interaction of the child. You could provide examples of his/her interactions with peers and teachers and reflect on whether the child's social behavior is typical or atypical of his/her age group. This paper should be approximately 800 to 1,000 words in length.