

Human Development: Birth through the transition to Adulthood (Birth to 20 yrs.)

05:300:307:92

Fall, 2021

3 Credits

Instructor Name: Ashley Shahidullah, M.Ed. she her hers	Email address: ashley.shahidullah@gse.rutgers.edu
Office Hours: by arrangement	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online (Canvas) <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:

1. Acquiring an awareness of theory in human development and the developmental sciences and their contribution to contemporary theory in learning, cognition and growth.
2. Understanding that children learn and develop within and across the neurobiological, cognitive, linguistic, social, emotional and physical domains of functioning;
3. Acquiring an awareness of developmental crises, disability, and the situational and environmental factors that affect both normal and abnormal behavior.
4. Understanding the important of empirically established dynamic interactions between children and their environments, how these influence developmental outcomes and how these processes are biologically, socially and culturally grounded.
5. Understanding that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knowing how to make instructional decisions that build on learners' strengths and needs.
6. Understanding the fundamentals of "readiness for learning" and understanding how development in one area may affect development in another.
7. Understanding the role and impact of language and culture in learning and knowing how to modify instruction to make language comprehensible and instruction relevant, accessible and challenging.

Background:

This is an introductory course in human development with a focus on the development of the individual from infancy through adolescence and the transition to early adulthood. 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 experiences, and the role of sociocultural context in development. The approach taken here draws upon theory and research in psychology, sociology, anthropology and the biological sciences. Readings will include secondary source materials (e.g., the textbook), primary source materials (research articles from refereed journals) and occasionally some popular press items. *The course is designed to provide a backdrop and conceptual tool for interpreting children's learning and development within diverse, urban settings today.*

Course catalog description:

05:300:307. Human Development: Birth through the transition to early adulthood. This is an introductory course in human development providing an overview of learning and developmental processes from birth through the transition to adulthood. Development during infancy, early childhood, middle childhood, adolescence and early adulthood is considered. Changes in physical, neurological, social, cognitive and emotional functioning during these periods are examined through the lenses of socio-cultural, developmental and learning sciences.

Class materials/ Textbooks:

Lightfoot, C., Cole, M. & Cole, S. (2018). *The development of children, 8th edition*, New York: Worth Publishers.

Additional readings are available through the RU Libraries and the course website.

Other description of course purposes, context, methods:

In addition to serving as one of the introductory courses in education to be taken as part of the minor in education or a general education elective, this course covers basic issues in human learning and development, from birth through age 20, as required in the teacher licensure programs at the GSE. Issues in development within urban contexts will be explored.

Grading policy:

All written assignments are assigned a due date. Grades on any work submitted after that date may be reduced. Many assignments involve class discussion. 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. More on grading appears later.

Assignments:

Assignments include reading, regular discussion participation, three short papers, a take-home midterm examination and a take-home final examination. 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. Participation in discussion is evaluated and makes up a portion of the course grade.

Web site: <https://onlinelearning.rutgers.edu/canvas-login>

Academic Integrity Policy:

Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

Academic integrity policy proscribes any form of cheating, including plagiarism.

Plagiarism will be addressed in accordance with the University policy. Please keep in mind that the penalty for plagiarism can include suspension and even permanent expulsion from the university.

Here's a thinking tool to help you decide whether you have committed plagiarism, even if it was unintentional. Imagine that Google had every word ever written on its servers (all published and unpublished writing, including all students' writing from all courses at the GSE and other universities, from all of history through this moment). Would a Google search on any extended phrase or clause in your document yield a hit on even one of these papers recorded through history? (Remember: this includes your own past papers, classmates' papers, text on any website, and all published papers.) If the answer is yes, and you have not cited that document and quoted the overlapping text, there may be a plagiarism problem.

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 (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Course Schedule

*****In the course schedule, each week runs from Tuesday through Monday of the following week.**

Week	Topics	Readings/Assignments
Week 1 9/1-9/6	<i>Foundations of development</i> <i>Conceptualizing psychological change</i>	Ch. 1 (textbook: LCC) Werner, E. Children of the Garden Island. Reprinted in M. Gauvain (ed.). <i>Readings in Child Development</i> .
Week 2 9/7-9/13	<i>Biocultural foundations of development</i> Culture inherited through cultural tools & social processes. Biological inheritance Genes & Traits; evolution Inheritance through sexual reproduction <i>Co-evolution of culture & biology</i>	Ch. 2, (LCC) Erikson, E. (1950) Eight Ages of man, <i>Chi</i> 7(1950). <i>Childhood and Society</i> , pp 247 - 274
Week 3 9/14-9/20	<i>The Beginnings: Prenatal, birth & the first few months</i> Prenatal & neonatal development Infancy Ecological Systems theory	Ch. 3 (LCC) & Ch. 4 (LCC) Morelli, Rogoff, Oppenheim & Goldsmith (1992).
Week 4 9/21-9/27	<i>Physical & cognitive development</i> Motor development Self-regulation The role of experience <i>Social & emotional development in infancy</i> Early social experience Context and a responsive environment Early experience and later life <i>Lifelong mechanisms for secure attachment & competence.</i> Environments for secure attachments	Ch. 5 (LCC) & Ch. 6 (LCC) Henderson, Gerson & Woodward (2008)
Week 5 9/28-10/4	<i>Communication and language</i> Shared social experiences and communication. Emergence of language and the language learning environment.	Ch. 7 (LCC) Bruner & Sherwood (1976).

<p>Week 6 10/5-10/11</p>	<p><i>Thought processes in early childhood</i> Becoming a symbolizer Early thought processes Early literacy and math Play Self-regulation Memory and cognitive strategies in EC</p>	<p>Ch. 8 (LCC) Trionfi & Reese (2009). Application Paper #1 due 11:59pm, Monday, October 12th</p>
<p>Week 7 10/12-10/18</p>	<p>TAKE-HOME MIDTERM EXAM</p>	<p>Midterm Release: Monday, October 12th Due: Monday, October 19th</p>
<p>Week 8 10/19-10/25</p>	<p><i>Social development in early childhood</i> Gender Peer relationships Contexts for families, classroom, community and culture</p>	<p>Ch. 9 & Ch. 10 (LCC) Cimpian, Mu & Erickson (2012)</p>
<p>Week 9 10/26-11/1</p>	<p><i>Thinking in middle childhood</i> Planning, strategizing. Memory and attention Executive function Metacognition <i>Social and cultural contexts</i> Variations across cultural settings Expanded cognitive skills in different contexts Support from caring adults <i>Physical development in middle childhood.</i></p>	<p>Ch. 11 (LCC) Gauvain & Perez (2005)</p>
<p>Week 10 11/2-11/8</p>	<p><i>Schooling and development</i> Contexts for learning School Readiness Succeeding in classrooms Cognitive consequences of schooling Peer collaboration Schools from the perspective of cultural psychology. Settings beyond schools</p>	<p>Ch. 12 (LCC) Rittle-Johnson, Siegler & Alibali (2001)</p>

<p>Week 11 11/9- 11/15</p>	<p><i>Social & moral development</i> Social and moral reasoning Peers and peer groups Family and community Understanding social justice from the child's perspective</p>	<p>Ch. 13 (LCC) Crick, Grotmeter & Bigbee (2002)</p> <p>Application Paper #2 due 11:59pm, Monday, November 16th</p>
<p>Week 12 11/16- 11/22</p>	<p><i>Adolescence</i> Puberty and physical development Sexual development Timing of puberty Brain development</p> <p><i>Cognitive & moral development</i> Piaget's formal operations Information processing views Sociocultural approaches Kohlberg theory, Gilligan's theory Parents', peers' & teachers' contributions to moral development Moral standards vs. moral actions</p>	<p>Ch. 14 (LCC) Campione-Barr & Smetana (2010).</p>
<p>Week 13 11/24- 11/28</p>	<p align="center">-Spanning Thanksgiving Break-</p>	
<p>Week 14 11/30- 12/6</p>	<p><i>Adolescence</i> Emotional development: experiencing and regulating emotions. Peer relationships: friends, cliques and crowds. Parents: adolescent/parent conflicts; beyond families. Identity Adolescent health</p>	<p>Ch. 15 (LCC) Arnett (2001)</p>
<p>Week 15 12/7- 12/13</p>	<p><i>Adolescence/transition to adulthood</i> Reconsidering adolescence. Early Adulthood. Social and emotional development; Context and culture</p>	

	FINAL EXAM	Release: Tuesday, December 15 th Due: 11:59pm, Monday, December 21st
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Grades in this course will be calculated as follows:

1. **Weekly discussions** structured by the professor. (20% of course grade)
2. **Weekly reflections.** (20% of course grade)
3. **Two short application papers** (10% each; 20% of course grade in total)
4. **Mid term** examination (20% of course grade)
5. **Final** examination (20% of course grade)

Letter Grade Equivalents:

A = 100-93%	B+= 88-92%
B = 83-87%	C+= 78-82%
C = 73-77%	D = 60-72%
F < 60%	

If you need ANY special accommodations during the course, please email me after the *FIRST* class.

Here is some more detail about these components of the course.

Weekly discussions. Each week, you will discuss the readings within Canvas discussion threads. We will focus on:

- Clarifying understanding of the readings. For research articles, this includes the research question, what the method was, what the results were, and whether the authors' conclusions are appropriate.
- Discussing applications and implications of the ideas you have read about.

To earn an A, the minimum requirement for contributing to the discussion is 5 posts or more substantive entries. Of these, 4 posts or more should provide a thoughtful response to some of the questions in the threads, and 1 posts or more should respond thoughtfully to other students' comments. (Rubric posted to Canvas)

Your contributions to the discussions should collectively indicate that you have read all the readings, and they should show that you are using and applying the ideas you have learned about. Discussion posts should be thoughtful and make use of the ideas in what you have read, but they need not be highly polished prose. Proofread your posts before posting them, but you need not worry about crafting multiple drafts of ideas before posting. We want thoughtful use of the ideas in the texts, but highly polished prose is not the goal here. Instead, we are looking to participate in meaningful, interesting discussions.

You should also contribute regularly throughout the week, not just at the beginning or the end of the week. I may pose follow-up questions in the latter half of the week that I would like us to reflect on.

Evaluation will be based on the number of contributions as well as the quality and timing (throughout the week) of your contributions. Good quality means that you are using important ideas from the texts in meaningful ways.

Discussions are places to explore and entertain ideas. There should be no presumption that we are always firmly committed to positions that they are presenting arguments for. It's fine to entertain different ideas as we go along.

Weekly reflective responses are weekly responses to questions that will be posed for you to think about as you are reading the reading assignments for that week. You will complete these responses before we begin discussing the readings the following week. I expect your responses to the weekly reflection question to show that you have thought about the material you have read about carefully and that you are making a strong effort to use these ideas in your responses to the questions.

Three short application papers will give you an opportunity to apply the ideas you are learning about to real developmental situation. In each paper, you will address a specific issue in development (e.g., social development and bullying; the impact of bilingualism on cognitive skills; variations in parenting practices and their impact on socioemotional and cognitive outcomes in children). More information will be provided about the application papers as several weeks into the course.

The midterm and final examinations will be take-home examinations that will also focus on questions that ask for demonstrations of deep understanding of the material and the ability to apply the ideas to practical situations. You will have one week to complete each examination.

Readings by Topic Area

Foundations for Child Development

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

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

Infancy

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 *

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.

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

Middle Childhood

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.

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.

Adolescence

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.

Transition to adulthood /beginnings of early adulthood

Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480. Doi:10.1037/0003-066x.55.5.469.