Human Development: Birth through the transition to Adulthood (Birth to 20 yrs.)
05:300:307:92
Fall, 2021
3 Credits

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Email address:</th>
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<tbody>
<tr>
<td>Ashley Shahidullah, M.Ed.</td>
<td><a href="mailto:ashley.shahidullah@gse.rutgers.edu">ashley.shahidullah@gse.rutgers.edu</a></td>
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<tr>
<th>Office Hours: by arrangement</th>
<th>Prerequisites or other limitations:</th>
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<tr>
<th>Mode of Instruction:</th>
<th>Permission required:</th>
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<tr>
<td>___ Lecture</td>
<td>X No</td>
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<tr>
<td>___ Seminar</td>
<td>___ Yes</td>
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<tr>
<td>___ Hybrid</td>
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<tr>
<td>X Online (Canvas)</td>
<td>Directions about where to get permission numbers: Department of Educational Psychology, Administrative Assistant.</td>
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<td>___ Other</td>
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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 sociocultural, developmental and learning sciences.

Class materials/ Textbooks:

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/](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](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](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.***

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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| **Week 1** | **9/1-9/6**                                   | **Foundations of development**  
|            |                                               | *Conceptualizing psychological change*  
|            |                                               | Ch. 1 (textbook: LCC)                                                                 |
| **Week 2** | **9/7-9/13**                                  | **Biocultural foundations of development**  
|            |                                               | Culture inherited through cultural tools & social processes.  
|            |                                               | Biological inheritance  
|            |                                               | Genes & Traits; evolution  
|            |                                               | Inheritance through sexual reproduction  
|            |                                               | *Co-evolution of culture & biology*  
|            |                                               | Ch. 2, (LCC)  
| **Week 3** | **9/14-9/20**                                 | **The Beginnings: Prenatal, birth & the first few months**  
|            |                                               | Prenatal & neonatal development Infancy  
|            |                                               | Ecological Systems theory  
|            |                                               | Ch. 3 (LCC) & Ch. 4 (LCC)  
|            |                                               | Morelli, Rogoff, Oppenheim & Goldsmith (1992) |
| **Week 4** | **9/21-9/27**                                 | **Physical & cognitive development**  
|            |                                               | Motor development  
|            |                                               | Self-regulation  
|            |                                               | The role of experience  
|            |                                               | *Social & emotional development in infancy*  
|            |                                               | Early social experience  
|            |                                               | Context and a responsive environment  
|            |                                               | Early experience and later life  
|            |                                               | *Lifelong mechanisms for secure attachment & competence.*  
|            |                                               | Environments for secure attachments  
|            |                                               | Ch. 5 (LCC) & Ch. 6 (LCC)  
|            |                                               | Henderson, Gerson & Woodward (2008) |
| **Week 5** | **9/28-10/4**                                 | **Communication and language**  
|            |                                               | Shared social experiences and communication.  
|            |                                               | Emergence of language and the language learning environment.  
|            |                                               | Ch. 7 (LCC)  
|            |                                               | Bruner & Sherwood (1976). |
| Week 6 | 10/5-10/11 | 
|---|---|---|
| **Week 6** | 10/5-10/11 | Thought processes in early childhood  
Becoming a symbolizer  
Early thought processes  
Early literacy and math  
Play  
Self-regulation  
Memory and cognitive strategies in EC | Ch. 8 (LCC)  
Trionfi & Reese (2009). |
| **Application Paper #1 due 11:59pm, Monday, October 12th** | | |

| Week 7 | 10/12-10/18 | 
|---|---|---|
| **Week 7** | 10/12-10/18 | TAKE-HOME MIDTERM EXAM | Midterm  
Release: Monday, October 12th  
Due: Monday, October 19th |

| Week 8 | 10/19-10/25 | 
|---|---|---|
| **Week 8** | 10/19-10/25 | Social development in early childhood  
Gender  
Peer relationships  
Contexts for families, classroom, community and culture | Ch. 9 & Ch. 10 (LCC)  
Cimpian, Mu & Erickson (2012) |

| Week 9 | 10/26-11/1 | 
|---|---|---|
| **Week 9** | 10/26-11/1 | Thinking in middle childhood  
Planning, strategizing.  
Memory and attention  
Executive function  
Metacognition  
Social and cultural contexts  
Variations across cultural settings  
Expanded cognitive skills in different contexts  
Support from caring adults  
Physical development in middle childhood. | Ch. 11 (LCC)  
Gauvain & Perez (2005) |

| Week 10 | 11/2-11/8 | 
|---|---|---|
| **Week 10** | 11/2-11/8 | Schooling and development  
Contexts for learning  
School Readiness  
Succeeding in classrooms  
Cognitive consequences of schooling  
Peer collaboration  
Schools from the perspective of cultural psychology.  
Settings beyond schools | Ch. 12 (LCC)  
Rittle-Johnson, Siegler & Alibali (2001) |
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<tr>
<th>Week 11</th>
<th>Social &amp; moral development</th>
<th>Ch. 13 (LCC)</th>
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**Application Paper #2 due 11:59pm, Monday, November 16th**

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<tr>
<th>Week 12</th>
<th>Adolescence</th>
<th>Ch. 14 (LLC)</th>
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<tbody>
<tr>
<td>11/16-11/22</td>
<td>Puberty and physical development&lt;br&gt;Sexual development&lt;br&gt;Timing of puberty&lt;br&gt;Brain development</td>
<td>Campione-Barr &amp; Smetana (2010).</td>
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**Cognitive & moral development**
- 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

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<th>Week 13</th>
<th>-Spanning Thanksgiving Break-</th>
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<tr>
<th>Week 14</th>
<th>Adolescence</th>
<th>Ch. 15 (LCC)</th>
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<tbody>
<tr>
<td>11/30-12/6</td>
<td>Emotional development: experiencing and regulating emotions.&lt;br&gt;Peer relationships: friends, cliques and crowds.&lt;br&gt;Parents: adolescent/parent conflicts; beyond families.&lt;br&gt;Identity&lt;br&gt;Adolescent health</td>
<td>Arnett (2001)</td>
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<tr>
<th>Week 15</th>
<th>Adolescence/transition to adulthood</th>
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<tbody>
<tr>
<td>12/7-12/13</td>
<td>Reconsidering adolescence. Early Adulthood. Social and emotional development; Context and culture</td>
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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 post 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*


*Infancy*


**Early Childhood**


**Middle Childhood**


**Adolescence**


**Transition to adulthood /beginnings of early adulthood**