

1. Students will have knowledge of psychological constructs relevant to cognitive and language development, including initial understanding of the effects of risk and disability on learning. Assessment: Commentaries on readings, Abstract/critique, term paper.
2. Students will be able to apply these psychological constructs to educational settings and related applied contexts.
Assessment: Observation notes and reflection.
3. Students will learn to critically evaluate empirical evidence related to the psychology of education.
Assessment: Abstract/critique and term paper

Course Requirements

1. Weekly notes/questions and discussions of assigned readings. I expect each student in class to read the assigned readings for each class and be prepared to participate actively in online discussions. **(30%)**

Each week post some comments and questions about the readings and other sources regarding the topic of the week. Approximately 150-250 words per each reading, or integrate your comments and make the post a bit longer. Post your comments by midnight the day noted on the syllabus. Post your own comments first, then go back and react to some others' posts.

2. Critical abstract of a research article, approximately 1,000 words in length. Type the reference to the article in APA style at the top of your paper. Your article should be recent and can include any topic relevant to the class. **(20%)**

3. Observations: Many students mention this as one of their finest educational experiences. **The following description is edited to take account of Covid 19 conditions. Many of you may need to make observations remotely, I will meet with you individually or in small groups to see how this can be arranged. In past classes students have done two sets of observations, but undercurrent circumstances you may choose to stay at the same site for all observations. Alternate assignments are also possible. (25%: includes brief reflection paper)**

Post notes about your observations weekly as they occur. I expect weekly posts beginning by week 3 and continuing until you have completed all observations. **Post the notes within 24 hours of your observation. Do not keep them in a notebook and expect to be credited for all at the end of the class. (This has happened and students have lost credit!)**

- A. Infants or toddlers. Approximately 6 weekly observations should be made, each between 30 and 60 minutes long. Please note child's age and pseudonym on each observation note. These observations should ideally take place in the baby's home. The ideal age is birth to 24 months. Your role is as a participant observer, interacting normally while focusing primarily on the baby. **You should not take notes during the observation**, but write your impressions very soon afterward.

And/Or

B. Young Children in a Group Setting. Approximately 8 hours of observations spread across at least 4-6 observations. Ideally this should be a preschool or K-3 classroom. If this is not possible we can discuss other possibilities. **Observe the same child at each visit.** Note child's age and pseudonym on each observation.

A summary/reflection on one of these experiences is required. See the class schedule for due date.

4. Term paper, About 2,500 to 3,000 words in length reviewing a topic of your choice. **if the paper is longer than 3,000 words it will be returned for revision.** Give your paper an interesting title. **(25%)**

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 Term paper Abstracts and Discussion.

Paper topics should be posted and approved by the instructor. I am happy to discuss topics with you at any time. Please post your topic and a list of references thus far by the due date in the class schedule.

ACADEMIC HONESTY

The University Code of Student Conduct can be accessed through the class website. Related regulations may also be found in the Rutgers Graduate School of Education Catalog.

For any and all assignments and class activities, papers, field projects, PowerPoints, and any other class related work, no copying of any kind is allowed, unless copied text is placed within quotations and author/source is appropriately cited.

Cognition & Language: Birth to Eight: 290:522
 Fall, 2021

Weekly Topic: Topic and Assignments

1. 9/1-9/8 Theory and real Life
 Thelen (2005)
 Leherer (2008)

Begin reading Piaget right away and comment the next week with the other readings.
Piaget & Inhelder (1969) The Psychology of the Child. (Ch 1, Sec. 1-4)

2. 9/8-9/15 Theory and Sensorimotor development
 Piaget & Inhelder (1969) The Psychology of the Child. (Ch 1, Sec. 1-4)
 Decarie (1969)
 Hakke & Somerville (1985)
3. 9/15 Fetal and Neurological Development and the Long Term
 Johnson & Hann (2011)
 Vygotsky (1978). Mind & Society. Ch.6
 DiPietro et al. (2004)
 Brain Websites
4. 9/22 Perception and Early Cognitive development
 Gottfried, Rose & Bridger (1977)
 Quinn (2005)
 Rovee - Collier & Boller (1995)
5. 9/29 Attention and Autism
 Ruff & Rothbart (1996) Chap 3
 Corkum & Moore (1998)
 Liberti (2010)
 Autism Websites: New Diagnostic Criteria

10/4 Midnight ABSTRACT/CRITIQUE DUE

6. 10/6 Learning in infancy and the transition to mental representation
 McCune & Ruff (1985)
 Piaget & Inhelder Chapter 3
 Herr-Israel & McCune 2019
7. 10/13 Symbolic Development/Play & language
 Vygotsky, Ch 7
 McCune (1995)

Kraft & Berk (1998)
 McCune (1986) (optional)
 Guitierrez-Solano (2010)

10/18 Term Paper Topic Due

8. 10/20 Language I

Fraiberg (1977)
 McCune et al. (1996)
 Dore et al (1976)

9. 10/27 Cognitive Development

Piaget & Inhelder, Ch. 4
 Kamii (2004)
 You-Tube demonstrations of conservation

10. 11/3 Language II

Language Acquisition websites.
 McCune (2008) Chapter 5
 Roy, Copley & McCune (2017)

11. 11/10 Environmental Effects

O'Connor et al. (2000)
 Burchinal, et al. (2000)
 Phillips & Malloy (2012)

From The New York Times: The Way to Beat Poverty <http://nyti.ms/1tQ9Kh2>

11/15 Term Papers Due at Midnight

12. 11/17 Risk and Intervention

Hewitt, et al. (2005)
 Roberts et al. (2008)
 Tymms & Merrill (2011)

Autism: Kids who beat it-<http://www.nytimes.com/2014/08/03/magazine/the-kids-who-beat-autism.html>

13. 11/24 Term paper Discussion

11/29 Observation Report due at Midnight

14. 12/1 Language III : Bilingualism

Video: A Young Polyglot in docsharing

Hakuta & Bialystok (2003)

Crawford (2000)
 Fierro-Cobas (2001)
 Vihman & McLaughlin (1982)
 Johnson & Newport (1989 [1993])

15. 12/8 Observation Report Discussion

Description: Quantitative Research Article Abstract/Critique

A Quantitative article has a method section and statistical analyses.

This assignment will provide an opportunity to critically read a research article and to succinctly discuss the study's strengths and weaknesses. Therefore, each critique should be approximately 1,000 words (1200 or more and you will be asked to revise). Please report on an article that includes infants or young children with disabilities as participants.

Components of Your Paper:

1.) Please put your article's reference at the top of the page.

The reference should be according to APA guidelines. An example of APA style is at the bottom of this assignment sheet.

2.) Components of your paper:

- a.) a brief description of the literature upon which the study was based
- b.) the researcher's hypotheses or research questions
- c.) the methodology, which includes:
 - i. a description of the participants, including the number of participants in the study and how they were selected
 - ii. the procedures used by the researcher: what the researcher did and how they did it
- d.) the results of the study, including significant figures
- e.) the researcher's conclusions
- f.) your own critique of the study. Consider the value of the study, potential threats to the validity of the study and future directions for research and application

3.) Please attach a copy of the article you have critiqued.