REQUIRED READING
You are responsible to read all of the required chapters and articles before the start of every class. There will be one required background reading, approx. 3 required readings, and 3-5 optional readings (only the discussion leader is required to read the optional papers). The individual articles are posted below, but many of the background readings will come from the textbook below. You are not required the purchase the textbook—I will put PDF files of each of the assigned chapters on blackboard.


BLACKBOARD
The syllabus is available on blackboard. It is subject to change, and I may post revised versions periodically. Course announcements and grades will be posted on blackboard.

ATTENDANCE AT LECTURES
Class attendance is mandatory. For every class period and preschool appointment missed, ½ letter grade will be deducted from your final grade (5 percentage points).

COMMUNICATION
You are responsible for making sure that the email address on Blackboard and in the Rutgers online directory is a current address where I can actually reach you. You are also responsible for checking Blackboard regularly for announcements and information.

COURSE OBJECTIVES
- You will learn how children behave at various points in development and how their behavior changes from infancy to adulthood. Children are fascinating, both for their amazing competencies and their equally amazing lack of abilities.
- You will learn some of the ways that psychologists conceptualize development and understand the strength and scope of several major theories. You will see that no single theory provides the whole story and competing theories provide different explanations for the same phenomena.
- You will become versed in developmental methods and be able to think about children’s behavior using the tools of the trade. Many research methods and terms overlap with other areas of psychology but some techniques were devised specifically to address developmental issues or to obtain data from noncompliant, nonverbal subjects.
- Perhaps most important, you will be able to describe research questions in your respective fields from a developmental perspective. The study of development covers all areas of psychology throughout the lifespan, and is not limited to research with infants and young children.
REQUIREMENTS & EVALUATION
Your grades will be based on a combination of class participation, effectiveness in leading discussion, weekly responses to the required reading, and a final paper.

Class Participation – 10%
Since there are no tests, class participation will be weighted heavily. All students are encouraged to participate fully in discussion through comments, questions, and contributions from personal experience. Thoughtful involvement in every aspect of the class enhances the educational experience of the entire class. Please also be mindful that your classmates need a chance to be heard, too.

Weekly Response Posts – 15%
You are required to write a 1-paragraph response to the readings for the week and post them on the Discussion Forum on Blackboard. Posts are due the morning of class by 9am so that everyone has time to read them before the beginning of class.

Leading Class Discussion – 25%
All students will be required to lead class discussion 1-2 times during the semester. This means you will have to do a formal summary of each article (discussion and optional articles; you do not have to summarize the background reading) using PowerPoint (or the equivalent) at the beginning of your assigned class and then lead the discussion for the remainder of the class period. Be concise – you should be able to summarize each article using 3-5 slides. You will also have access to the weekly response posts to help you steer the discussion.

Final Paper – 50%
The final paper for the class will require you to describe one or more original studies with a developmental focus. Studies that have a developmental focus do not necessarily require that you use infant or child participants—they should just highlight developmental issues within the domain that you choose to study. Remember that development is part of every domain of psychology, so you can propose studies that are within your area of interest/expertise, as long as they have a developmental focus. You will be required to submit an abstract before the final paper is due so that I can approve it. The paper will follow standard APA format with a cover page, an abstract, an introduction outlining previous research, a methods section describing the proposed methods for your experiments, a results section describing analyses and predicted results, and a general discussion laying out the implications of your proposed findings.

No Make-Up Assignments
There are absolutely no make-ups. Late assignments will not be graded.

No Cheating
Students who cheat will receive a 0, and I will alert the department chair. Students are expected to do their own work at all times. This course adheres strictly to the University policy on academic integrity.

COURSE OVERVIEW
Part 1: Theory, Methods, and Foundations
Part 2: Foundations of Development
Part 3: Cognitive Development
Part 4: Social Development
## LECTURE TOPICS & READINGS

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<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Topic</th>
<th>Background</th>
<th>For Discussion</th>
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<tr>
<td>1/22</td>
<td>Vanessa</td>
<td>INTRODUCTION</td>
<td>Overview of Syllabus and Class Policies</td>
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**Optional Readings:**

For Discussion:


Optional Readings:


PART 1 – Theory, Methods, and Foundations
Fetal Development

Background:

For Discussion:


Optional Readings:

Huttunen, M. O., & Niskanen, P. (1978). Prenatal loss of father and
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<th>Date</th>
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<th>Part</th>
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<tr>
<td>(5) Tuesday 2/19</td>
<td>Catherine Cho</td>
<td>PART 1 – Theory, Methods, and Foundations</td>
<td>Developmental Neuroscience</td>
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<td><strong>Developmental Neuroscience</strong></td>
<td>Background:</td>
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<td><strong>Luna, B. (2009). Developmental changes in cognitive control through adolescence. Advances in Child Development and Behavior, 37, 233-278.</strong></td>
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<td>(6) Tuesday 2/26</td>
<td>Ashley Blanchard</td>
<td>PART 2 – Cognitive Development</td>
<td>Physical and Motor Development</td>
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For Discussion:


Optional Readings:


**PART 2 – Cognitive Development**

**Perceptual Development**

Background:

For Discussion:


Optional Readings:

LoBue, V. (2013). What are we so afraid of? How early attention shapes our most common fears. *Child Development Perspectives*. 

(7) Tuesday 3/5
*Presenter: Shahram Peyvandi*

| (8) Tuesday 3/12 | **PART 2 – Foundations of Development**  
**Cognitive and Conceptual Development**  
**Background:**  
**For Discussion:**  
**Optional Readings:**  

| (9) Tuesday 3/19 | **SPRING BREAK – NO CLASS** |

| (10) Tuesday 3/26 | **PART 2 – Cognitive Development**  
**Language Development**  
**Background:**  
**For Discussion:**  


Optional Readings:


(11) Tuesday 4/2

**PART 3 – Social Development**

*Temperament and Personality Development*

**Background:**

**For Discussion:**


Optional Readings:

**Presenter:** Meagan Docherty


### PART 3 – Social Development

**Social and Emotional Development**

**Background:**

For Discussion:


Optional Readings:


### PART 3 – Social Development

**Parent-Child Relationships and Attachment**

**ABSTRACT FOR FINAL PAPER DUE**

**Background:**

For Discussion:
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