

**830:331:26544 - Infant and Child Development**  
**Fall 2011**  
**M-W 6:10 – 7:30pm; SC-123**

**Instructor**

Dr. Vivian Hsu  
Office Hours: M/W 4:30pm-5:30pm; By appointment only  
Email: [vhsu@rci.rutgers.edu](mailto:vhsu@rci.rutgers.edu)

**Course Description**

This course will provide you with an overview of the field of infant and child development. We will be concentrating on the time period spanning from prenatal development to late childhood. The approach will emphasize recent research relevant to present day society. We will focus on a number of different areas (1) theories pertaining to cognitive development, (2) underlying processes in areas of physical, emotional, social, and language development, (3) consider the role of culture and environment on development, and (4) critically discuss applications of present day research.

**Textbook and Additional Readings**

Bukatko, D. & Daehler, M. W. (2012). Child Development: A Thematic Approach (6<sup>th</sup> Ed.) Wadsworth Publishers.

Bukatko & Daehler (2012). Child Development: A Thematic Approach (6<sup>th</sup> Ed.) Wadsworth Publishers. CourseMate (included with textbook purchase)

Additional readings will be added throughout the semester. I will provide the articles via Sakai. It is important that you keep up with the readings so that you will be able to ask questions and participate in class discussions. I understand that there will be a considerable amount of reading; however, I firmly believe that you will get more out of this class if you have read the material beforehand.

**Evaluation**

**Exams:** There will be 2 midterm exams and a final exam based on text and lecture materials. Each exam is worth 100 points. Additionally, every week you will be given a 10-point multiple choice quiz on Sakai. I will count your highest scoring 10 quizzes for a total of 100 points. Therefore, your maximum exam/quiz point total is 400.

**IMPORTANT!!** Scheduled midterms or final exam **will not** be postponed unless you have spoken to me (in person or via email) **at least** 24 hrs prior to the exam. *Make-up exams will be essay format.*

**Article Summary:** I will upload 3 research articles as supplemental material to your text reading for 10 consecutive weeks. You will be required to choose one article from the reading list and write a *short 1-paragraph* (no more than 3-5 sentences total) critique. Specifically, I want to know what **you think** the important take-home message is (1-2 sentences) and how you would either modify or enhance the research presented (2-3 sentences). There will also be 2 additional questions to answer pertaining to the specific article you choose. **I do not want a summary of the article.** You are required to do **at least 6 critiques** throughout the entire semester and **upload them on Sakai. Each will be worth 20 points for a total of 120 points.** *Any additional critiques will be added as 1 point bonus to your final grade with a maximum of 5 bonus points.*

**Extra Credit:** There are two extra credit options available, each worth **2 points**. You can submit a maximum of 2 extra credit assignments for a total of 4 extra credit points. Submissions must be made on Sakai **by the end of the semester** and **points will be added to your final exam/quiz total.**

- (1) Comic/Cartoon Video– Find a comic or cartoon video (Youtube/Hulu) pertaining to a topic involving infant/child development. Write a *brief* (1 paragraph) summary explaining the concept presented and how it relates to what you have learned in class. Submit both comic and summary via Sakai.
- (2) Experimental Project – Design an experiment that you would be interested in carrying out that pertains to a topic we have discussed. Write a 1-2 page summary explaining how you would carry it out and how it relates to what you have learned. Submit via Sakai.

## **Class Schedule**

<b><u>Date:</u></b>	<b><u>Topic:</u></b>	<b><u>Readings:</u></b>
9/7	Introduction	
9/8	Themes and Research Methods	Ch. 1,2
9/12	Genetics/Prenatal Development	Ch. 3,4
9/14	Birth and the Newborn	Ch. 4
9/19	Brain Development and Environment	Ch. 5
9/21	Physical Growth and Development	Ch. 5
9/26	Learning: Newborn Conditioning and Motor Development	Ch. 6
9/28	Learning: Classical, Instrumental, and Observational Learning	Ch. 6* <b>(2 articles due)</b>
10/3	Learning: cont'd/ <b>Review</b>	Ch. 6
10/5	<b>Midterm 1</b>	
10/10	<b>No Class</b>	
10/12	Language Development: Motherese	Ch. 7
10/17	Language Development: Narratives and Nonlinguistic Communication	Ch. 7
10/19	Memory Development	Ch. 8
10/24	Cognitive Development Theories: Piaget and Vygotsky	Ch. 8
10/26	Cognitive Development Theories cont'd/ Memory Development	Ch. 8
10/31	Intelligence and IQ: Genetics or Environment?	Ch. 10* <b>(2 articles are due)</b>
11/2	Social Cognition/ <b>Review</b>	Ch. 9
11/7	<b>Midterm 2</b>	
11/9	Emotional Development	Ch. 11
11/14	Emotion Regulation and Temperament	Ch. 11
11/16	Self/Moral Values	Ch. 12
11/21	Self/Moral Values cont'd	Ch. 12
11/23	<b>No Class</b>	
11/28	Gender Development	Ch. 13
11/30	Family and Peer Relationships	Ch. 14,15
12/5	Family and Peer Relationships	Ch. 14,15
12/7	Technology and Child Development	Ch. 16
12/12	<b>Review</b>	
12/19	<b>Final Exam (8-11pm)</b>	<b>*(2 articles are due)</b>

## Article List:

Menella, J.A., Johnson, A., & Beauchamp, G.K. (1995). Garlic ingestion by pregnant women alters the odor of amniotic fluid. Chemical Senses, *20*, 207-209.

Field, T. (2001). Massage therapy facilitates weight gain in preterm infants. Current Directions in Psychological Science, *10*, 51-54.

Caspi, A., McClay, J., Moffitt, T.E., Mill, J., Martin, J., Craig, I.W., Taylor, A., & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. Science, *297*, 851-854.

Hill, J.O., & Peters, J.C. (1998). Environmental contributions to the obesity epidemic. Science, *280*, 1371-1374.

Menella, J.A., & Beauchamp, G.K. (1996). The human infant's response to vanilla flavor in mother's milk and formula. Infant Behavior and Development, *19*, 13-19.

Brown, J., & Pollitt, E. (1996, February). Malnutrition, poverty and intellectual development. Scientific American, *274*, 38.

Harley, K., & Reese, E. (1999). Origins of autobiographical memory. Developmental Psychology, *35*, 1338-1348.

Simcock, G., & Hayne, H. (2003). Age-related changes in verbal and nonverbal memory during early childhood. Developmental Psychology, *39*, 805-814.

Newcombe, N.S., Drumme, A.B., Fox, N.A., Lie, E., & Ottinger-Alberts, W. (2000). Remembering early childhood: How much, how, and why (or why not). Current Directions in Psychological Science, *9*, 55-58.

Smith, L. B., Thelan, E., Titzer, R., & McLin, D. (1999). Knowing in the context of acting: The task dynamics of the A-not-B error. Psychological Review, *106*, 235-260.

Lipsitt, L.P., & Kaye, H. (1964). Conditioned sucking in the human newborn. Psychonomic Science, *1*, 29-30.

Adolph, K.E., Vereijken, B., & Shrout, P.E. (2003). What changes in infant walking and why. Child Development, *74*, 475-497.

Meltzoff, A.N., & Moore, M.K. (1983). Newborn infants imitate adult facial gestures. Child Development, *54*, 702-709.

Barr, R., Dowden, A., & Hayne, H. (1996). Developmental changes in deferred imitation by 6- to 24-month-old infants. Infant Behavior and Development, *19*, 159-170.

Simcock, G., & Hayne, H. (2002). Breaking the barrier: Children fail to translate their preverbal memories into language. Psychological Science, *13*, 225-231.

Mandel, D.R., Jusczyk, P.W., & Pisoni, D.B. (1995). Infants' recognition of the sound patterns of their own names. Psychological Science, *6*, 315-318.

DeLoache, J.S., Miller, K.F., & Rosengren, K.S. (1997). The credible shrinking room: Very young children's performance with symbolic and non-symbolic relations. Psychological Science, *8*, 308-313.

Peterson, C., & Parsons, B. (2005). Interviewing former 1- and 2-year-olds about medical emergencies 5 years later. Law and Human Behavior, *29*, 743-754.

Rodier, P.M. (2000, February). The early origins of autism. Scientific American, 56-63.

Poulin-Dubois, D., Serbin, L.A., Eichstedt, J.A., Sen, M.G., & Beissel, C.F. (2002). Men don't put on make-up: Toddlers' knowledge of the gender stereotyping of household activities. Social Development, *11*, 166-181.

Bandura, A., Ross, D., & Ross, S.A. (1963). Imitation of film-mediated aggressive models. Journal of Abnormal Social Psychology, *66*, 3-11.

Bjorklund, D.F., & Shackelford, T.K. (1999). Differences in parental investment contribute to important differences between men and women. Current Directions in Psychological Science, *8*, 86-89.

Anderson, C.A., & Bushman, B.J. (2001). Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and prosocial behavior: A meta-analytical review of the scientific literature. Psychological Science, *12*, 353-359.

Izard, C.E., Fantauzzo, C.A., Castle, J.M., Haynes, O.M., Rayias, M.F., & Putnam, P.H. (1995). The ontogeny and significance of infants' facial expressions in the first 9 months of life. Developmental Psychology, *31*, 997-1013.

Rodriguez, M.L., Mischel, W., & Shoda, Y. (1989). Cognitive person variables in the delay of gratification of older children at risk. Journal of Personality and Social Psychology, *57*, 358-367.

Lewis, M., Alessandri, S.M., & Sullivan, M.W. (1992). Differences in shame and pride as a function of children's gender and task difficulty, Child Development, *63*, 630-638.

Ainsworth, M.D. (1989). Attachments beyond infancy. American Psychologist, *44*, 709-716.

Coie, J.D., & Cillessen, A.H.N. (1993). Peer rejection: Origins and effects on children's development, American Psychological Society, 262-265.

Patterson, G.R., DeBaryshe, B.D., & Ramsey, E. (1989, February). A developmental perspective on antisocial behavior. American Psychologist, 329-335.